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ABSTRACT

Based on the experience of 36 schools involved with the Northwest Reading Consortium, this manual presents a model of the instructional improvement process involved in that project. The instructional improvement process presented includes five stages: (1) assessing readiness, (2) developing a statement of the instructional problem, (3) making a decision regarding alternative solutions, (4) developing an implementation plan, and (5) making installation decisions and conducting a program assessment. For each of the five stages, the manual provides a statement of the goal to be addressed, describes the tangible outcomes of the process, and supplies a list of activities with worksheets, questions to aid in focusing on the concerns of the step, and resource material to help carry out the step. Much of the manual is in the form of a notebook that provides space for users' notes. (Author/JM)

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AN EDUCATIONAL LEADER'S PROCESS HANDBOOK FOR INSTRUCTIONAL IMPROVEMENT PLANNING

Northwest Reading Consortium
Superintendent of Public Instruction
Olympia, Washington
September 1979

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EA 012 353

The Northwest Reading Consortium (NRC) was a three year school improvement project funded under the Research and Development Program, National Institute of Education. Four facilitators (linkers), one each in Alaska, Idaho, Oregon and Washington, assisted a total of 36 public schools in the selection of an appropriate research and development based innovation to improve reading programs.

The NRC was originally formed by the Right to Read directors of the four states. The design of the project provided for interface with each state's Right to Read program; the state R2R Planning and Assessment Handbook provided the basic model of problem-solving used with local schools.

It was a stated goal of the NRC to study not only the use of the R&D results but the process of change itself. This manual was developed from NRC experiences and learnings generated by the use of such a model in instructional improvement efforts.

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SECTION I

INTRODUCTION

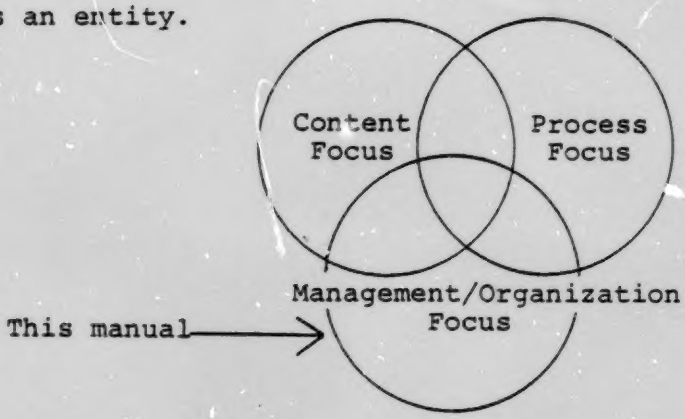
INTRODUCTION

A major change in an instructional program may appear to be a one-time planning event and may, in fact, be structured in such a way. In reality, however, instructional improvement is not a one-time affair. Schools may elect to place emphasis on improving a particular aspect of the curriculum at a certain period of time, but the need for followup implementation activities related to adaptations, staff development and training, evaluation and modification can be forecast. Consequently, building a capacity for effective group planning skills becomes important as pressures to improve education remain relatively constant.

The need for developing staff capacity for group planning is intensified by a growing interest in teacher involvement in instructional planning. The development of teacher centers is an indication of the recognition of a need for professional improvement efforts which focus on teacher involvement. Change efforts which have ignored or circumvented the crucial involvement of teachers generally have not been seen as successful. Varied efforts which have provided for teacher involvement have tended to lead to far reaching improvements in the instructional program.

The focus of this process manual for facilitators is on those aspects of analyzing and managing instructional improvement planning activities which emerged as important in the experiences of the Northwest Reading Consortium. An assumption is that the user of this manual has background and insights into those aspects of instructional improvement most closely related to the content field in which the planning is occurring. (For example, training in the use of the Right to Read Assessment and Planning Handbook was considered a prerequisite for involvement in the NRC Project.) An additional assumption is that the user is familiar with and has achieved some skills in the use of techniques for facilitating group interaction and group problem solving.

The expectation is that this focus will fill a needed gap in the literature on facilitating change process. While the content of the manual clearly overlaps with information generally associated with content-oriented planning procedures and information on facilitating group interaction and organizational development, the questions posed and the information addressed in the manual were key elements which influenced the activities of the Northwest Reading Consortium and are considered worth further exploration as an entity.



The Northwest Reading Consortium found: THE GROUP PROBLEM-SOLVING APPROACH PROVIDED AN EFFECTIVE MECHANISM FOR EXPLORING R&D OUTCOMES AS A BASIS FOR INSTRUCTIONAL IMPROVEMENT WHEN IT WAS USED ADAPTIVELY WITH CONCERN FOR THE ROLE VALUES PLAYED IN GROUP PROBLEM-SOLVING.

Use of the Right to Read Manual as a basis for establishing commitment and providing direction in initiating efforts to improve reading instruction demonstrated that sites adhering to a problem-solving model tended to be more likely to adopt or adapt R&D outcomes as solutions to their problems. However, several sites found the use of the Right to Read manual in its existing form inappropriate for their needs and some sites could not be identified as adhering to a problem-solving approach as envisioned by project check points. The following specific project learnings summarize concerns related to the use of a group problem solving strategy.

Specific Learnings:

A. Group problem-solving is a complex process which needs to be used adaptively.

   - Flexibility is required to meet unique needs (e.g., secondary reading)
   - Project, or other, planning processes need to mesh with district activities and cycles
   - Procedures need to be adapted to the level of the problem and time for planning must be provided

B. Group problem-solving may be seen as an alien process for instructional planning in some schools.

   - Decision-making is often tied to role definitions in the organization

- Some existing leadership styles may be incompatible with group decision-making
- Skills in group processes often are limited

C. Group problem-solving procedures and techniques can facilitate clarification of values which influence directions of instructional changes.

  - Preconceived ideas control processes in some instances
  - Communication channels tend to relate people with similar ideas

D. When group problem-solving procedures are adhered to with reasonable fidelity, schools are more likely to use R&D outcomes as solutions.

This workbook is based on experiences which led to these conclusions. It is an effort to compile some of the salient features of group problem-solving as an approach to instructional improvement planning which may be overlooked in the more content-oriented planning recommendations available in the field.

GROUP PROBLEM-SOLVING AS AN APPROACH TO INSTRUCTIONAL IMPROVEMENT

The following operational premises summarized by the RAND STUDY[1] provide impetus for a more thorough examination of the values of group problem-solving processes as a vehicle for local school improvement efforts.

1. Educational performance could be improved if more attention were paid to all stages of the local change process.
2. Educational performance could be improved with adaptive implementation assistance.
3. Educational performance could be improved if the capacity of school districts to manage change were enhanced.

While a variety of instructional planning processes and activities are seen operating within schools, a group problem-solving approach, as effectively illustrated by the Right to Read Instructional Planning and Assessment Manuals, has unique values.[2]

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[1] Berman, Paul and M. W. McLaughlin. *Federal Programs Supporting Educational Change, Vol. VIII: Implementing and Sustaining Innovation*. U. S. Office of Education, Department of Health, Education and Welfare. May 1978.

[2] Murphy, Ann and A. R. Haugerud. "The Use of the Right to Read Model for Instructional Improvement." Superintendent of Public Instruction. Olympia, Washington. June 1979.

SOME GENERAL NOTES ON PROBLEM-SOLVING PROCESS

Role of Values

In a changing society, efforts to assist schools effectively in improving their capacity to cope with pressures for change necessitate a value clarification process as one aspect of the problem-solving for instructional improvement.

- Procedures for improving instructional programs are not unanimously agreed upon--accounting for these differences must be considered.
- Concepts regarding what is required for an optimum program may vary widely--these differences must be resolved.
- Attitudes toward utilization of the best research and development outcomes may be less than positive and access to this information is often limited.

Importance of Problem Definition

Problem-solving is issue specific. Information on who should be involved and the process to be used are contingent upon a definition of the issues involved and the decisions to be made.

Level in the Organization at which this Kind of Decision is Made

Instructional improvement problems tend to be identified as appropriately resolved at a specific level in a school.

- Certain classes of instructional problems are considered appropriately addressed at the classroom level with the teacher having the responsibility of making decisions on certain issues at this level.
- Other classes of instructional problems are considered to involve more than one teacher and are addressed at a level involving groups of teachers and possibly others. These may be departments in a secondary school, grade levels in an elementary school or some other form of unit grouping for instructional purposes

- Still other classes of instructional problems are perceived as being the prerogative of the building with the building principal assuming a leadership role in decision-making.

- There is growing concern for identifying those issues which are considered most appropriately addressed at the district level.

Decisions regarding which issues or problems are addressed at which level are not as a general rule clearly identified in many schools. There is overlap and conflict in numerous cases when, for example, building planning activitives are not coordinated with district level efforts.

When decision-making is accomplished at any given level, a major concern is the mechanism for implementing the decision at all lower levels. Decisions made at the district level may or may not be readily accepted as appropriate at the building level. This factor encourages a closer examination of the interactions between levels in a school as an aspect of understanding educational change and instructional improvement.

Which PERSONS make these kinds of decisions? One also would expect to find relatively definite ideas regarding who is appropriately involved in making certain kinds of decisions at each level. For example, some school sites do not see parents as appropriate participants in instructional decision-making. In some situations the principal may individually make certain kinds of instructional decisions.

Use of Problem-Solving Steps as Analytical Tools

While the "steps" of instructional planning appear rather simple and straightforward, the actuality of accomplishing them with a group of diverse individuals in a relatively complex organization is neither simple nor straightforward for most complex problems.

One needs to take an analytical frame of reference in exploring the kinds of factors which influence the process for success or failure and recognize also that problem-solving frequently is NOT directly linear in its application as suggested by most models.

AN ANALYTICAL APPROACH TO INSTRUCTIONAL IMPROVEMENT PLANNING

The problem of looking at planning from an analytical frame of reference is that too many potentially helpful perspectives are evident.* Each of these perspectives individually has unique contributions to make. However, using all of them cumulatively becomes highly unwieldy and not productive. It is not unlike the professor who, after much research, comes to the conclusion that teaching is an impossible act -- obviously too complicated to be done by one individual.

In addition to a more intensive look at the sequence of instructional planning activities as outlined in planning handbooks such as Right to Read and operationalized in the Northwest Reading Consortium, the following three basic areas are directly related to instructional improvement planning and provide the framework for this analytical approach to a planning manual.

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*A Sourcebook on "Process in Instructional Improvement Planning" is in the process of being compiled as a supplement to this document. It will address background information related to the various perspectives which are reflected in an analytical approach to instructional planning.

I. WHAT GOVERNANCE AND MANAGERIAL RELATIONSHIPS NEED TO BE EXPLORED?

- What *legal* issues affect the improvement of instruction?
- What *administrative* factors affect the improvement of instruction?
- What *leadership* factors are central to improvement of instruction?
- What *management procedures* are employed for the improvement of instruction?

II. WHAT KNOWLEDGE/SKILLS/ATTITUDE RELATIONSHIPS NEED TO BE EXPLORED?

- What *personal/social experiences, relationships and communications* contribute to knowledge, skills and attitudes for improving instruction?
- What *professional experiences, relationships and communications* contribute to knowledge, skills and attitudes for improving instruction?

  What information is available?

  What training is available?

III. WHAT HUMAN AND MATERIAL RESOURCES NEED TO BE EXPLORED?

- What *staff resources* are there for improving instruction?
- What *consultant and other supportive human resources* are there for improving instruction?
- What *budgetary resources* are there for improving instruction?
- What *other resources* are there for improving instruction?

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*See Appendix for a more complete list of questions

POSSIBLE ORGANIZATIONAL OUTLINE FOR INSTRUCTIONAL PROBLEM-SOLVING

The attached chart demonstrates various efforts to provide structure for the problem-solving approach to instructional improvement used as a model for the Northwest Reading Consortium in relation to traditional views of this process. This model was divided into 12 checkpoints, or planning steps, to facilitate management and monitoring of the process. Reporting of this monitoring process to the National Institute of Education was accomplished through four deliverables covering various stages of the planning process (see Chart 1).

A preliminary stage of three planning steps was added on the basis of project experience to provide structure for exploring readiness for comprehensive instructional improvement planning. The remaining "steps" identified on Chart 1 correspond with checkpoints developed by the project for management information purposes.

For planning purposes, viewing the problem-solving approach to instructional improvement in terms of two phases is often helpful. A first phase involves activities leading to a decision regarding directions for desired program improvements. When done as a group problem-solving activity this phase, of necessity, involves clarification of individual perceptions and values regarding the instructional program. During this process individuals have an opportunity to express their values (a) through the identification of perceived needs in terms of priorities attached to these needs, (b) through rating alternative directions in terms of their perceptions of what ought to be and (c) through visualizing prospective changes of their role in terms of how they perceive themselves as a better teacher. Emphasis in this phase is on exploring alternatives--essentially a divergent kind of activity. A second phase involves the implementation and installation of the program changes decided upon. These activities place greater emphasis on management aspects of planning and assume a more convergent quality. At this point the emphasis becomes one of conformity to a new situation with an effort to support and reinforce behaviors and attitudes consistent with the new directions while eliminating those things which perpetuate those past program activities which are no longer appropriate.

The first phase of the problem-solving approach to instructional improvement may be viewed as being composed of three stages:

STAGE I	Assessing the levels of awareness and readiness for effectively engaging in a group problem-solving approach to instructional improvement. Gaining a clear understanding of what might be reasonable expectations for such a process
STAGE II	Developing a clear, concise statement of the instructional problem to be solved based on an analysis of existing needs. Developing an agreed upon list of criteria for selecting a course of action
STAGE III	Deciding on a course of action or "solution" to the problem as it was defined. In instructional planning this often involves selection of appropriate program materials from among alternative research and development outcomes

BASIC INSTRUCTIONAL PLANNING PROCESS OF THE NORTHWEST READING CONSORTIUM

DETERMING READINESS	ASSESSING INSTRUCTIONAL NEEDS	ESTABLISHING GOALS FOR INSTRUCTIONAL IMPROVEMENTS	DEVELOPING STRATEGIES FOR CARRING OUT GOALS		IMPLEMENTING PLANNED INSTRUCTIONAL IMPROVEMENTS	ASSESSING EFFORTS TO IMPROVE INSTRUCTION
Are we ready to engage in comprehensive instructional planning?	Where are we and what needs to be done?	What can we do about unmet needs?	How are we going to do it?		Are we accomplishing what we planned?	How well did it work?
Steps 1,2,3	Steps 4,5, 6,7	Steps 8,9	Step 10	Steps 11, 12	Steps 13,14	Step 15
NIE Site Deliverables	PROBLEM STATEMENT		SELECTION/ DECISION	IMPLEMEN. PLANNING	INSTALLATION EXPERIENCE	
	PHASE I			PHASE II		
Stage 1	Stage 2		Stage 3	Stage 4	Stage 5	

CHART 1

The second phase of the problem-solving approach may be viewed as being composed of the following two stages:

STAGE IV	Developing an implementation plan for carrying out the solution
STAGE V	Installing the program changes and assessing their effectiveness in meeting the needs being addressed

The following pages are a revised and expanded version of the process steps used by the Northwest Reading Consortium to gather data for gaining a better insight into the instructional planning process. These steps provide the structure for the workbook section of this manual.

FIRST STAGE: The goals of this stage are:

1. to assess the awareness of the needs and potential for instructional improvement
2. to determine the readiness for engaging in comprehensive instructional improvement planning
3. to negotiate agreements with outside agencies and consultants for needed assistance

PROCESS

Step 1: Exploring Readiness for Planning Instructional Improvements

- Looking at motivation for improving instruction
- Looking at the kind and scope of change
- Looking at involvement in instructional planning
- Looking at the overall context for instructional planning

Step 2: Determining Support Needs of the Planning Group

- Examining the need for assistance in role clarification and improved communication
- Examining the need for assistance in the problem-solving process

- Examining the need for assistance in obtaining information

Step 3: Forecasting the Ability to Carry Out Decisions Regarding Instructional Improvements as Validation of Readiness

- Getting ready for implementation planning
- Institutionalizing program changes

SECOND STAGE: Developing Statement of the Instructional Problem

The goal of this stage is to have a clear, concise statement of the instructional problem to be solved with criteria for determining the adequacy of any proposed solution.

Step 4: Establishing Relationships for Working in the District

- Clarifying and negotiating relationships for outside support in planning
- Establishing parameters for program planning
- Validating the planning group
- Setting up procedures for working with administrators

Step 5: Organizing a Task Force or Planning Group

- Verifying authority for group and clarifying relationships
- Determining membership
- Identifying leadership

Step 6: Initiating Meetings and Determining Target Populations

- Developing agends and scheduling meetings
- Reviewing roles of committee members
- Developing common understanding regarding current situation and expectations for planning outcomes
- Setting patterns for communicating results of committee meetings

Step 7: Assessing Instructional Program

- Examining the program empirically
- Conducting indepth analysis of high priority needs
- Using both formal and informal needs assessment as basis for group discussion
- Clarifying points of view regarding program and program changes

Step 8: Developing a Site Specific Problem Statement and Establishing Goals

- Clarifying problem statements and verifying perceptions
- Conducting group decision-making to achieve consensus on problems
- Establishing goals and objectives

Step 9: Summarizing Priorities in Relation to the District Philosophy

- Prioritizing needs
- Establishing criteria for selection of solution

THIRD STAGE: Making a Decision Regarding Alternatives

The goal of this stage is to make a decision regarding alternatives which meet criteria for solving the identified problem.

Step 10: Selecting from Among Program Alternatives and Developing a Statement of Unresolved Needs

- Reviewing effective programs
- Matching needs with potential solutions
- Matching selected program alternatives to criteria
- Deciding on a course of action

- Reviewing the outcomes selected for consistency with the needs of the site, compromises with original problem statement and adherence to criteria
- Making decisions regarding unmet needs

FOURTH STAGE: Developing an Implementation Plan

The goal of this stage is to develop an effective implementation plan and to organize for installation of new program materials.

Step 11: Planning for Implementation of Decisions

- Planning for management of implementation process
- Planning for changes regarding personnel roles and assignments
- Planning for material acquisitions and physical changes to accomodate implementation

Determining criteria for evaluation

Step 12: Installing Program Changes Identified in Implementation Plans

- Purchasing materials
- Arranging for maintenance and supply
- Organizing access to materials
- Scheduling transition to new program

FIFTH STAGE: Installing new Program and Assessing Effectiveness

The goal of this stage is to implement the new program and assess its effectiveness in meeting needs.

Step 13: Establishing Management Activities and an Inservice Schedule

- Determining administrative and management responsibilities

Establishing monitoring activities

Gathering evaluation data

Organizing an inservice schedule

Step 14: Monitoring the Implementation of Program Plans

Conducting routine monitoring and administrative reporting

Making decisions on program adjustments based on information gathered

Conducting needed documentation and analysis for assessing program effectiveness

Step 15: Evaluating Program Improvements

Preparing formative evaluation reports for operational program planning

Preparing summative evaluation reports for administrative program planning

SECTION II

PROCESS HANDBOOK WORKSHEETS

PROCESS HANDBOOK WORKSHEETS

The following materials are in the form of a manual or diagnostic workbook to be used for addressing the group problem-solving process itself. These materials are seen as supplemental to a basic instructional planning guide such as the Right to Read Assessment and Planning Manual and are designed to encourage the development of materials which provide more depth and insight into the planning process than one might find necessary or desirable for a specific planning activity. This is done to encourage consideration of their use as a capacity-building tool.

The particular format chosen for Section II is one that allows for a task description plus diagnostic questions on the left face of the open book with a page for notes on the right face. Some of the note pages have information and/or questions and some are blank except for headings. In either case the note page is there for the user to write ideas, learnings, etc. as the manual is used.

FIRST PLANNING STAGE: ASSESSING READINESS

The goal of this stage is to assess the "awareness" of the needs and potential for instructional improvement as well as the "readiness" for engaging in comprehensive instructional improvement planning and to negotiate agreements with outside agencies and consultants for assistance in this planning as appropriate.

Suggested Process Outcome Check

The outcome of this stage should be a written statement of purposes and support for this instructional planning. Any negotiated agreement with outside agencies or consultants should be in the form of a written statement of commitments by both groups to insure mutual understanding and clarity for future interactions.

READINESS FOR PLANNING INSTRUCTIONAL IMPROVEMENTS

Introduction

Schools are continuously doing "some things" to improve educational opportunities for children. In that sense, all schools are "ready" for some kind of instructional improvement planning. Yet, the odds are that a number of schools are NOT ready to undertake some kinds of planning to meet existing educational needs. Planning of a major instructional improvement effort using a group problem-solving approach for the purpose of utilizing the best available research and development outcomes to solve recognized problems may require assistance.

Can it be determined whether a school is ready for comprehensive planning? How is "readiness" to use a group problem-solving approach assessed? What can be done to assist a school in becoming ready? Can a greater capacity for instructional planning be developed? What information might be used to forecast the ability of the school to choose an appropriate solution and to successfully install that instructional innovation? The purposes of this paper are to deal with these and other questions by considering:

1. guidelines for assessing readiness for using a group problem-solving approach to instructional planning,
2. levels of assistance or support services which may help a group become ready through developing a greater capacity for instructional planning, and
3. suggestions for forecasting or predicting the ability to carry out decisions regarding instructional improvements as validation of readiness.

While most of us are familiar with the initial assessment phase of instructional planning, this manual suggests the need for a pre-planning phase in which key persons analyze what is likely to be required to insure successful instructional planning activities. Since changes through group problem-solving inherently impact a school in a variety of ways, readiness on the part of the school staff is important to success.

The following suggestions were generated from experiences of outside "linkers" in facilitating local school instructional improvement planning. Most of the ideas would be equally applicable to an in-district "linker" (facilitator) or an instructional leader who is expected to assume responsibilities for facilitating planning activities with a school staff using a group problem-solving approach.

STEP 1: EXPLORING READINESS FOR PLANNING INSTRUCTIONAL IMPROVEMENTS

- Looking at Motivation for Improving Instruction
- Looking at the Kind and Scope of Change
- Looking at Involvement in Instructional Planning
- Looking at the Overall Context for Instructional Planning

A. EXPLORING READINESS FOR PLANNING INSTRUCTIONAL IMPROVEMENTS

A number of factors need to be considered in analyzing a school's readiness for planning instructional improvements. First of all, be aware that this readiness may prove to be a somewhat illusive concept for it is related to a) the issues involved, b) the various people involved, and c) the situation at a given time. These change. A school ready for planning changes in reading in the fall may NOT be ready for this same planning in the spring.

As a facilitator or instructional leader, you are encouraged to consider meeting with key persons who will be involved in any comprehensive planning effort to review school READINESS for undertaking this planning activity. The principal will be an important person in this review. The following section on analysis of readiness may provide some helpful suggestions for such a review.

If you are considered an "outside" person, you may want to note the need to clarify expectations regarding your role and negotiate mutual commitments during this review process.

1. Looking at Motivation for Improving Instruction

Motivation rises out of a level of awareness of the potential for a better educational program for students. This motivation appears to be a precondition of READINESS for instructional improvement planning. Until a school staff is sensitive to the importance of instructional improvement there is little likelihood that instructional improvement planning will be effectively initiated. This sensitivity is generated by understanding of outstanding needs in the current program and a recognition of the possibility of a better program.

Productive awareness is characterized by a sense of disequilibrium--a creative tension produced by a perceived discrepancy between what "is" and what "ought to be." Traditionally, the needs assessment was the tool for clarifying what "is" and an important vehicle for identifying the discrepancy between current practices and what "ought to be." An on-going cycle of needs assessment activities can provide the school with the basis of keeping in touch with the relative effectiveness of instructional improvement activities that took place in the past and can provide the background information needed for effective planning in the future.

More effective use of evaluation data in this assessment process can be a key ingredient in identifying current outcomes of instruction against a standard which can be used for assessing impact of planned improvements. The use of evaluation data has substantial potential for increasing awareness levels within a school if appropriately communicated, and is therefore, one of the clues to determine the presence of sufficient motivation to initiate planning. How this data is being used will help you understand who wants to make what kind of changes and for what purposes.

In addition to sensitivity to outstanding needs in the instructional program, this awareness is also contingent upon the belief that there is a better way to meet the needs of students. Standards of excellence do play an important role in instructional planning. Commitments to instructional improvements are also related to self-concepts. We have to be comfortable that the proposed change is something which will be positive for us. If we see ourselves as negatively affected, we probably will resist it. Competency is one aspect of this self-concept. If you believe you have the capacity to make adjustments necessitated by the new direction, you may see them as opportunities for professional enhancement. If they threaten you with potential failure, you must reject them.

Consider the following illustration.

A district curriculum coordinator returned from a workshop on Reading in the Content Area. The ideas presented made good sense and appeared to meet some high priority needs of the district. The coordinator thought it should be piloted for one year in one subject area (social studies) and then evaluated prior to installing it in other schools and/or subject areas. For the curriculum coordinator readiness for change involving Reading in the Content Area might look like this:

X

No change — Change everything

The change would alter an aspect of the curriculum in one subject area, but not be a "changing everything" solution.

The high school principal is aware of the difficulties of involving content area teachers in assuming responsibilities for reading instruction and would prefer to limit initial efforts to workshop opportunities for those teachers who are interested. These could be reinforced by the reading specialist. Readiness for change involving Reading in the Content Area for the principal might look like this:

X

No change Change everything

The social studies teachers see reading as the responsibility of the language arts teachers and wish they would do something about it so students could fare better in their classes. Readiness for change involving Reading in the Content Area for the social studies staff might look like this:

X

No change Change everything

Such discrepancies in readiness are more common than uncommon for some very good reasons. The curriculum coordinator, because of unique position, availability of evaluation data, education, skills, attitudes, self-esteem, *etc*., may have a very different capacity and willingness to initiate and accept change in comparison to the principal and the staff where the change is to occur. Awareness of these discrepancies is a first step in analyzing readiness.

A certain amount of risk is involved in any change effort. Instructional improvements invariably involve changes which require teachers to do something differently. The security of the old ways may be lost.

To what extent do all persons affected by a change need to be ready for a change? Although the ideal might be 100 percent, some realism is needed when approaching curricular changes. For progress, continued attention needs to be given those who are "unready" for change, but not to the detriment of the time/energy spent with those individuals and groups exhibiting readiness.

Initially, awareness creating motivation for instructional improvement planning may be at an individual or small group level. To be effective, others must become aware. Without a critical mass of internal support, there is little likelihood that enough momentum will be generated to follow through on planning activities.

A "mover" who can solicit this internal support by motivating others to share in these perceptions is important. Someone has to "carry the ball" for doing something which will generate tangible evidence that steps are being taken to initiate instructional improvement activities in the school. Given the structure of schools in our society, without this internal support for change, there appears that little can be done to produce instructional improvement from the outside.

Yet, it is possible to work with key individuals in a school to assist in the process of "getting ready." Just as corporations use advertising to stimulate a sense of need for a product or a sales person works with a customer to build an awareness of a "better way," individuals outside a school have the potential of impacting a school in ways which create sensitivity to the needs and opportunities for instructional improvement. The impact of governance (laws, rules and regulations, policies) and resources from outside have played a role in generating this sense of awareness and motivation.

The importance of communicating needed information should be stressed. Open and adequate communication is essential in clarifying commitments to instructional improvements. We tend to resist those things we have not been involved in deciding. We also resist changes we do not understand. We need reassurance and support for the risks we take in changing. Motivational speakers often play a major role in creating a supporting climate.

Motivation for improving instruction is central to READINESS

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2. Looking at the Kind and Scope of Change

A sensed need for instructional improvement without leadership can lead to frustration. Leadership is important in fostering the emergence of a shared vision of a "better way" involving an ideal having the potential of leading to attainment of the school's goals.

Individuals become involved in planning activities in terms of their personal perceptions and values. Understanding these is important to the planning facilitator.

While the motivations and perceptions regarding instructional improvement are individual, individuals are largely dependent upon their relationship to the schools as an organization in meeting their personal professional needs. This relationship is never a one-to-one match so one needs to examine both the individual perceptions and motivations and the cumulative perceptions and motivations attributed to the group. Tremendous potential exists when leadership for attaining group aspirations clearly parallel individual aspirations.

Consider this illustration.

You are generally discouraged with the overall reading program of the school. At a reading conference you see an exciting new program involving individualized approaches to instruction and a comprehensive management system for planning individual student learning activities as well as recording progress. Obviously, something like this is what your school needs. THINK TWICE. Is your school "ready" for this kind of comprehensive instructional change? It may not be -- at least, not without a great amount of support.

On the other hand, you have observed that most of the teachers have been complaining because students seldom read independently on their own initiative. You are aware of a variety of techniques designed to encourage this kind of reading. Is the school ready for instructional planning to solve this problem? It probably is ready for this one -- particularly with some help in exploring the options.

Although a consensus may be ideal, most operational decisions are based on something less than consensus with a recognition that dissenters will continue to be a factor in all planning activities. Within a school building the existence of a very few persons who strongly oppose a direction can have substantial impact. These same individuals may tend to have less impact on overall district decisions and directions. On the other hand, the differences can produce a "creative tension" resulting in exploring ideas that would otherwise not surface.

Readiness is related to the issues being addressed and the expectations regarding what is to be done about them. And, the availability of acceptable alternatives in response to the issues being addressed cannot be ignored in assessing readiness for instructional improvement. In some areas considerable creative involvement in adapting or developing materials will be required to meet local needs. The wise leader or facilitator will encourage a staff to engage in planning activities for which they are prepared to be successful.

Timing may be another important factor in initiating instructional planning for a given curriculum area. The school has several needs. One needs to recognize that educational leadership is often responsive to more areas of the curriculum than a specific subject area. A leader will set priorities in attending to them. Often this is done by providing a cycle for planning. This factor can easily be neglected when an individual is heavily engaged in one area of the curriculum.

READINESS is specific to the kind and scope of change that is under consideration.

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3. Looking at Involvement in Instructional Planning

"This school is really ready for this," declares the principal. While it is of some value to talk about a school's readiness for change, one cannot afford to make the assumption that persons possessing formal authority with responsibility are necessarily a barometer of readiness for the rest of the staff. Recognize that readiness "dictated" or "pontificated" by a few is not genuine readiness, and to the extent it is dictated, the changes are likely to be shallow or short-lived. One needs to be aware also that instructional plans developed by highly motivated "ready" teachers may not be adopted enthusiastically by non-involved teachers. There is a real danger that those who are ready will do the planning for changing those who are not.

The old quiz show question shouted at an expectant audience, "Is everybody ready?" won't be adequate when dealing with social and educational change. It would seem that if one is to understand "readiness," one needs to understand change processes. We are working with individual as well as group readiness to change. The principal may be ready, but is the staff? We need to be ever cognizant that schools are composed of individuals whose degree of personal and professional readiness contributes to supporting or impeding change. This readiness is unique to each, yet can be influenced by other persons and events. The more we know about change process, psychology, communication, etc., the more we should be in a position to make sound judgments about readiness.

Within a school some individuals and groups are usually more ready for making instructional changes than others.

READINESS is specific to individuals or groups within a school.

4. Looking at the Overall Context for Instructional Improvement

Assessing the readiness for a comprehensive instructional planning process requires an understanding of the context in which this planning is to take place.

"We just experienced a levy failure, several of our most enthusiastic young teachers have been "riffed" and the district coordinator was reassigned to a federal program. And now you want me to work extra hours on planning instructional improvements to meet legislated state mandates?" Yes, education today operates in a climate of adversity. Those who would assist school groups in planning instructional improvement may be well advised to recognize the fact that many major events outside their control will impact on the planning process. One needs to get used to looking for the silver lining as well as taking a realistic look at what is feasible in a given situation.

The organizational support for instructional planning may make a substantial difference. If instructional planning within a building relates to directional decisions at the district level, support is more likely. Clarity of roles and responsibilities is an important ingredient of support for group problem solving. The support for group decision-making needs consideration. A clear understanding of the decision-making processes in the district is crucial. Group instructional planning often impinges on alternative decision-making processes operating in a school -- whether formally or informally. As educational leader of the school, the principal is a key person in providing this organizational support.

Two pitfalls in group problem solving as a means to instructional improvement appear to be outstanding: (1) the involvement of teachers in a planning process which leads to a stalemate or to decisions which cannot be implemented effectively, or (2) the presence of a pre-conceived "solution" in the form of a particular program alternative which then becomes the foregone criterion for any acceptable outcome of the process. Probably the best single criterion for readiness for instructional planning is a positive experience in earlier instructional planning activities.

To know what we need to change presumes that we know "what has been" and "what is" as a bridge to determine next steps. Develop an appreciation of history and an inquisitive approach to present practices. (Why was the reading laboratory established in 1970, what was its purpose, etc.? There is no reading laboratory today -- I wonder why, etc.) Incorporating this perspective into assessment processes focused on needs of learners can contribute to giving a staff the confidence to explore options (educational programs, materials, equipment, etc.) which meet agreed upon criteria.

To short circuit this intensive readiness/assessment/problem solving process may lead to jamming the system with dysfunctional changes rather than providing purposeful progress. Hopefully, the response to the question "Ready for what?" will be followed by a planned change which meets genuine educational needs.

Environmental, organizational and program conditions are important aspects of READINESS.

IA1

TASK OR ACTIVITY: CLARIFYING LEGISLATION AND OTHER MANDATES AFFECTING INSTRUCTIONAL PLANNING

Review any legislation or federal, state or local mandates which may impact instructional planning.

LEADER'S DIAGNOSTIC QUESTIONS:

IA1a What legislation or other mandates are influencing this planning?

How much, and in what direction, do these motivate the planning group?

How will these affect the planning activities and your role with the planning group?

Are there other guidelines, agreements or commitments which need to be considered in the planning process? (Project commitments? Agency relationships? etc.)

NOTES: List federal, state or local mandates to be met as a result of this planning activity.

IB1

TASK OR ACTIVITY: CLARIFYING DIRECTIONS AND PARAMETERS FOR PLANNING ACTIVITIES AND PROPOSED INSTRUCTIONAL IMPROVEMENTS

Determine goals and directions for the proposed planning and factors influencing them.

LEADER'S DIAGNOSTIC QUESTIONS:

IB1a What kinds of curriculum changes are envisioned as resulting from this planning process?

- Is this perception shared by all who are involved in or impacted by the planning?
- Is this a vision which is realistic for this group at this time?

IB1b Since the image of a school often influences planning, what evidence of a school image which might impact planning activities have you observed? (e.g., building autonomy, innovative climate, etc.)

What internal roles and relationships potentially have the greatest impact on planning?

GOVERNANCE/MANAGEMENT

NOTES:

IB3

TASK OR ACTIVITY: CLARIFYING WORKING RELATIONSHIPS WITH DISTRICT ADMINISTRATION

Explore the role of the planning group.

LEADER'S DIAGNOSTIC QUESTIONS:

Ib3a Who will be involved in planning the instructional improvements?

- Will the planning involve individual teachers, specified grade levels or the total staff?
- What is the appropriate administrative involvement?
- What consideration has been given to student and community involvement?

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NOTES:

TASK OR ACTIVITY: ASSESSING THE REASONS FOR CHANGE AND THE SENSE OF OPPORTUNITY FOR MAKING CHANGES AT THIS TIME

Assess the climate for change at this time.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA1a What are the factors contributing to a feeling that this an OPPORTUNITY to make needed changes in instruction at this time?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

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IIA1

TASK OR ACTIVITY: ASSESSING THE REASONS FOR CHANGE AND THE SENSE OF OPPORTUNITY FOR MAKING CHANGES AT THIS TIME

Assess individual motivations and perceptions regarding instructional improvements.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA1a What are the reasons for making improvements in instruction at this time?

Who wants to make what kinds of changes and for what purposes?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

TASK OR ACTIVITY: PROVIDING INFORMATION ON EDUCATIONAL RESEARCH AND PROGRAM ALTERNATIVES

Provide needed information.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB3a Are realistic ALTERNATIVES likely to be available that can solve existing problems in instruction? If not, is it realistic to consider the option of developing new program materials within the school? What information will they need to do this?

KNOWLEDGE/SKILLS/ATTITUDE

NOTES:

IID3

TASK OR ACTIVITY: ANALYZING EFFECTIVENESS OF EXISTING COMMUNICATION CHANNELS AND NEW COMMUNICATION EFFORTS

Assess adequacy of communication with all who will be impacted by the planning.

LEADER'S DIAGNOSTIC QUESTIONS:

IID3a What thought has been given to the readiness of those who are impacted by the planning as well as those involved in the planning itself?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

TASK OR ACTIVITY: DETERMINE IF APPROPRIATE PEOPLE WITH NEEDED SKILLS ARE AVAILABLE TO CARRY OUT THE INSTRUCTIONAL PLANNING

Determine availability and time for planning group members.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIA1a Can one anticipate there will be adequate human resources to carry out the planning and projected instructional improvements? What evidence exists for this assumption?

Will the proposed planning group have enough TIME available to plan needed improvements? How will this time be provided?

RESOURCES

NOTES:

TASK OR ACTIVITY: ASSESSING AVAILABLE RESOURCES FOR CARRYING OUT PLANNING

LEADER'S DIAGNOSTIC QUESTIONS:

IIIC1a Are there adequate material resources to carry out instructional improvements which are planned? Who is responsible for getting these in the budget? What evidence do you have that they will be adequate?

RESOURCES

NOTES: Anticipated costs for this planning are:

Released time or supplemental time for teachers

Consultant or technical assistance

Other

STEP 2: DETERMINING SUPPORT NEEDS OF THE PLANNING GROUP

- Examining the Need for Assistance in Role Clarification and Improved Communication
- Examining the Need for Assistance in the Problem-Solving Process
- Examining the Need for Assistance in Obtaining Information

B. DETERMINING SUPPORT NEEDS OF THE PLANNING GROUP

Having reviewed the overall climate or "readiness" for instructional improvement planning, consideration needs to be given to the level of support services needed for this planning and the availability of these services. This section addresses these issues.

Educational needs as perceived by a school are the effective starting points for instructional improvement. Meeting these perceived needs in the most effective way necessitates some outside help for most schools. What help will be seen as most helpful? At what level will the help be most useful?

Traditionally, schools have begun to expect outside assistance for:

- Guidance in meeting mandates or directives for instructional improvements
- Resources to initiate instructional improvements
- Knowledge regarding the standards of excellence in instruction based on information from educational research and exemplary or promising practices
- Information on products and processes which support these understandings derived from research and other learnings

In many instances these traditional relationships have proved inadequate to stimulate the improvements seen as desirable. In other instances they have met the needs of some schools while showing little evidence of being seen as equally helpful to others. An increasing focus for outside assistance is on building internal capacity for coping with change processes. To the degree a school lacks internal capacity for conducting instructional planning, searching for alternatives, and implementing changes to meet instructional needs, an openness to outside assistance becomes an important aspect of readiness for instructional improvement planning.

Effectiveness in providng this support leading to increased school capacity for self-renewal is contingent upon an outside agency's:

Willingness to commit itself to a school's efforts over a period of time

Sensitivity to the school's needs and concerns

Flexibility in adapting to local situations

In an ideal situation schools will learn how to "use" outside help in collaborative efforts to meet school needs and the outside support agencies will become increasingly sensitive to the unique needs of a school in relation to the kinds of help to be provided.

However, help is often seen as an intervention. In essence, it intervenes with an ongoing process of coping with change which probably is institutionalized in the school. It would be wise for an outsider to avoid inadvertanatly thwarting that process, but to facilitate it where possible. This means building on and improving the planning that is ongoing.

Usually this intervention is based upon what the outside agency (or project) has to offer in relation to what the school needs. Thus, anyone providing outside support services is under a dual obligation: (a) to the organization providing support and (b) to the school being served. The goals of the organization providing assistance inevitably define parameters for the kinds of support that legitimately can be given.

Consequently, establishing a clearly understood working relationship with a school is crucial. While the goal is one of collaboration, it may emerge as a result of a negotiations process.

The burden for finding out where a school is and what needs are outstanding most typically falls to those providing assistance. As a first step, the outsider will want to spend time listening and asking questions to verify perceptions regarding levels of awareness in the school and openness to outside assistance.

There needs to be a realization that some things a school must do itself. In addition to initiating first steps to do something about the awareness of educational needs, successful use of outside assistance is contingent upon a willingness to work with outside help. To effectively utilize outside support, a school must be open to:

- Self-evaluation
- Setting goals and shared decision-making
- Exploring options in meeting goals
- Taking other risks inherent in planning through such an intervention

While the kinds of outside help available need to match school needs, mutual planning is essential to optimize this assistance. If schools are only looking for material support, outside process help won't have much impact. And, most often, schools think primarily in terms of material resource support from state and federal sources.

Perceptions of individuals and personal contacts are important. Even how an outsider is introduced in initial contacts may be crucial. Decisions having long range effect result from this introductory process. An outsider can expect to be stereotyped through identification with the agency represented until other, more immediate, bases exist for being perceived on the basis of individual merit. The outsider will want to explore factors likely influencing snap decisions on initial meetings.

To facilitate this process of familiarization, one should consider ways a school can gain a better understanding of "who I am." For both the school and outside agencies, getting acquainted with key contacts to understand those with whom you are relating is important. What questions do you ask of these individuals?

In summary, an ideal situation would be a match between the needs of the school and the capabilities of the outside agency which would provide the basis for effective collaborative interaction. This relationship qould be characterized by philosophical agreements between those working to provide support services for instructional improvement from outside the school and those providing direction for instructional planning within the school. These factors would evolve in a shared vision for attaining the school's goals in priority areas of the curriculum in ways compatible with the assistance being offered.

Three levels of potential need for assistance or support services for the group instructional planning process have been identified:

- Schools needing assistance with organizational development for building capacity to engage in group problem-solving activities initially
- Schools needing outside support in conducting group problem-solving activities and utilizing research and development outcomes in implementing instructional changes
- Schools needing only information exchange and activities immediately and directly related to this exchange

The following pages suggest questions to consider in forecasting the needs for support services at each of these levels.

As a facilitator or leader, you will want to assess your capabilities for providing this support at each of these levels as well as assessing the school's need for other outside assistance.

1. Examining the Need for Assistance in Role Clarification and Improved Communication

Comments such as "It really doesn't make much difference what I think, the administration (they) will make the decision anyway" are not infrequently followed by one that goes like this: "Decisions which are handed down from the top don't usually work very well." While most of us believe involvement in planning is related to commitment to improvements, it is an ideal not easily achieved. The use of a task force involving wide participation from teachers, community and administration presupposes a relatively high level of organizational development.

For effective group participation in instructional planning there needs to be (a) a clear understanding of where the group (or task force) fits in and how it relates to the overall administration and management of the district, (b) a good working relationship with the total staff and community characterized by open communication and (c) freedom from events or constraints which could make effective planning unlikely. If this is not the case, ask what could be done to create awareness of inadequacies as a first step toward becoming ready.

Improvements in this area are usually dependent upon clarifying values, goals, and self-concepts as well as communicating district policies and procedures.

The level of some groups would indicate a need for assistance in improving communication and clarifying roles within the organization as a preliminary to instructional planning.

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2. Examining the Need for Assistance in the Problem-Solving Process

A group of teachers is meeting to begin instructional planning. You discuss the importance of doing a comprehensive needs assessment. An immediate response is: "We've been down this path before -- let's talk about an alternative that will make a difference in our pgoram." Don't be surprised at this kind of reaction to a suggestion that a systematic approach be taken to instructional planning. Too often teachers have embarked on the first steps of a group exercise which yielded no real changes in the instructional program as they saw it. Ask yourself this question: "Are we ready for group problem solving as a means of improving our pgoram?" Some preliminary work may need to be done.

There is a possibility that group involvement in instructional decision-making is an alien process in some schools. This sense that it doesn't work may stem from (a) low motivation and commitments resulting from negative previous experiences and inadequate administrative priority and support for group activities and/or (b) lack of clarity about purposes to be served with inadequate expertise to achieve these purposes through group processes. This lack of acceptance of the group problem-solving approach may be further heightened when administrative decision-making processes (whether formal or informal) continue to operate in relative isolation from the group process itself. Planning groups too often find themselves trying to "guess" administrative reactions to potential group outcomes.

On the other hand, as a school staff gains competence in group problem-solving there is a sense of capacity to deal with pressures for change and to shape the future of the instructional program with a commensurately greater opportunity for educational leadership.

What aspects of the planning process can be improved? How can you assist the group in becoming more effective?

The level of READINESS of some groups would indicate a need for assistance in the group problem-solving process.

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3. Examining the Need for Assistance in Obtaining Information

Most instructional planning groups reach a point where more information is needed. And, there is often a temptation to jump to known solutions rather than search for new ideas and sources of information. This appears to be particularly true when it comes to considering the alternatives resulting from research and development. At some point in the problem-solving process there is likely to be a frustration over the process of looking for and assessing alternatives and someone comes up with ". . . this neat, new program I learned about from a friend." Or this is possibly the time for the "subject expert" to remind the group members they inevitably would come to the "solution" identified earlier once they had gone through the "hoops" or problem-solving.

To be effective in exploring the best alternatives reflecting current understandings in a field, planning groups need to consider the importance of (a) identifying precisely what information is needed, (b) establishing the capacity to obtain the needed information and (c) understanding and using the information effectively once they have it.

Most groups need outside assistance in exploring these instructional options. The information networks needed to provide the best information to local planning groups in ways that are most helpful probably require a "linker." Many schools are finding it desirable to identify an "indistrict linker" who has responsibilities for maintaining awareness of information sources. In some cases, teams of individuals may supply this informational support to the planning group. You may be the one who needs to provide the "linking" functions for the groups with which you work.

The READINESS level of some groups would indicate a primary need for information.

IC2

TASK OR ACTIVITY: ESTABLISHING A SYSTEM FOR MANAGEMENT AND MONITORING THE PLANNING ACTIVITIES

Develop a management system.

LEADER'S DIAGNOSTIC QUESTIONS:

IC2a Is the plan being organized adequate for developing the improvements that are visualized as needed?

Is this plan understood and agreed upon?

What planning elements are inadequately addressed?

If a substantial planning effort is envisioned, what consideration has been given to the development of a management information system? Who would be responsible for this management?

NOTES: Will a person with training in instructional planning processes be available within the district to assist this planning group?

__ yes If yes, ______________________________
Name Position

__ no

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IIA1

TASK OR ACTIVITY: ASSESS THE REASONS FOR CHANGE AND THE SENSE OF OPPORTUNITY FOR MAKING CHANGES AT THIS TIME

Assess individual motivations and perceptions regarding instructional improvement.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA1a What evidence is there of a commitment to group participatory decision-making through a group problem-solving approach?

Is there evidence that necessary motivation exists for this particular effort to be successful at this time?

IIA1b What events have been identified which may mitigate against the proposed group planning efforts?

What is the potential impact of these events? How may this impact be overcome?

IIA1c Is there clarity about the purposes and limitations of the problem-solving process?

What evidence is there to tindicate the group members will have the necessary expertise to be successful in a group problem-solving approach?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

TASK OR ACTIVITY: PROVIDING INFORMATION ON EDUCATIONAL RESEARCH AND PROGRAM ALTERNATIVES

Providing and using information for planning.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB3a What data are needed for planning instructional improvements of the kind envisioned?

Is the group able to obtain the needed information? What is your role in assisting them in obtaining the needed data?

IIB3b Can the group understand and use the information effectively when it is obtained?

What is your role in assisting them in interpreting available information?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 2
Determining Support
Needs

TASK OR ACTIVITY: ESTABLISHING AND IMPROVING INTERNAL AND EXTERNAL COMMUNICATION CHANNELS

Improve internal communication channels and establish new ones as needed.

LEADER'S DIAGNOSTIC QUESTIONS:

IID1 Are relationships understood and communication channels open?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 3: FORECASTING THE ABILITY TO CARRY OUT DECISIONS REGARDING INSTRUCTIONAL IMPROVEMENTS AS VALIDATION OF READINESS

- Getting Ready for Implementation Planning
- Institutionalizing Program Changes

C. FORECASTING THE ABILITY TO CARRY OUT DECISIONS REGARDING INSTRUCTIONAL IMPROVEMENTS AS VADIDATION OF READINESS

The knowledge facilitator or instructional leader will want to forecast or predict the likelihood of planning activities which create changes that will become established or "institutionalized" in the school as the accepted program.

Although such forecasting may be difficult, it is particularly important that it be done in group problem-solving because many of the factors which influence the implementation and institutionalization of changes are factors which instructional planning groups tend not to focus upon.

The importance of such forecasting is suggested by the nature of the questions to be raised.

1. Getting Ready for Implementation Planning

Decisions regarding solutions to educational problems must be backed up by implementation planning which provides the strategies for operationalizing them. While most of us are familiar with the basic ingredients of implementation planning (who is to do what with which resources by when, etc.), there is a tendency to leave too much of it to assumption and chance. This is particularly true in regard to the availability of resources, time, training, administration, etc.

While careful planning of the "nuts and bolts" of implementation will get materials ordered, find a place to store them, duplicate needed forms and set a starting date, it may not be enough to help the staff adjust to the changes. The effective group facilitator or instructional leader will encourage forecasting of things needed to assist the staff in (a) assessing changes which will occur in their roles, (b) compensating for the security which was tied to the "old ways" and (c) building an "identification" with the new program. A first step in this process involves adequate communication with those staff members not directly involved in the planning process.

This implementation planning needs to begin early in the problem solving process. You can do much to "think ahead" and help a group be ready.

A school must show evidence of being able to effectively implement instructional improvements selected by the planning group to be considered READY.

In analyzing READINESS, consider these questions:

- Is the group able to develop, put into operation and monitor an effective implementation plan?
- Has adequate consideration been given to the human factors in implementing instructional changes?

2. Institutionalizing Program Changes

The history of much instructional innovation and change has been that ". . . once the funding is gone, the program is gone." And most of us are familiar with the program which was in existence as long as the person instrumental in establishing it remained, but which disappeared shortly after that individual went on to another job. Effective educational changes can become institutionalized in ways which make them the "way the program works" in the school. In fact, they can become the established program which a future generation of innovation will have to displace to become effective.

What are the factors which contribute to this institutionalization process? Are there things the facilitator or instructional leader can do to make them happen? Research by Robert Yin suggests that programs which become effectively institutionalized go through passages related to (a) committing budgetary resources, (b) assuring personnel resources, (c) providing training programs for personnel, (d) establishing organizational governance and (e) organizing supply and maintenance operations.*

Who will cause these to happen?

In the long run, the school which can institutionalize improvements to make them part of the accepted practices has best validated its READINESS.

In analyzing READINESS, consider these questions:

- Are there sufficient resources for materials and personnel?
- Has adequate training been arranged for personnel?

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*Yin, Robert K., et. al. Changing Urban Bureaucracies: How New Practices Become Routinized. Report R-2277-NSF, Rand Corporation, March 1978.

- What organizational policies and procedures have been authorized?
- How will instructional practices be maintained after they are installed?

IB4

TASK OR ACTIVITY: ASSESSING THE IMPACT OF INSTRUCTIONAL IMPROVEMENTS ON DISTRICT ORGANIZATION

Consider organizational changes which may be necessitated by instructional changes.

LEADER'S DIAGNOSTIC QUESTIONS:

IB4b What evidence do you have that the district is willing to make organizational changes necessary to accomplish needed program improvements?

What freedom does the planning group have to recommend organizational changes?

GOVERNANCE/MANAGEMENT

NOTES:

IIIA1

TASK OR ACTIVITY: DETERMINING IF APPROPRIATE PEOPLE WITH THE NEEDED SKILLS ARE AVAILABLE FOR CARRYING OUT THE INSTRUCTIONAL PLANNING

Assess capacity for planning as demonstrated by previous experiences.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIA1a What prior instructional improvement activities demonstrated a capacity to develop, put into operation and monitor an effective implementation plan?

RESOURCES

NOTES: What was the last major effort to improve instruction in this subject area?

Characterize the way people perceived this effort.

TASK OR ACTIVITY: PLANNING FOR THE STAFF AND SUPPORT PERSONNEL TO IMPLEMENT CHANGES

Determine attitudes toward outside assistance.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIA3 Is the prevailing attitude of the district one of supporting the use of volunteers such as aides, parents, older students or grandparents to assist teachers in the implementation of instructional improvements? What about the use of non-certificated personnel for teacher assistance?

RESOURCES

NOTES:

IIIB2

TASK OR ACTIVITY: FORECASTING NEEDS FOR ON-SITE ASSISTANCE FOR INSTRUCTIONAL PLANNING AND IMPROVEMENT

Determine level of outside support that may be required.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIB2 What training or technical assistance can be anticipated as needed at this time? How can this training or assistance be provided? What arrangements are being made for it?

What technical assistance or support may be needed in improving communication, role clarification and other organization development activities?

What technical assistance or support may be needed in facilitating group intervention in planning?

What technical assistance or support may be needed to provide information regarding program alternatives?

RESOURCES

NOTES:

IIIC1

TASK OR ACTIVITY: ASSESSING AVAILABLE RESOURCES FOR CARRYING OUT PLANNING

Determine commitments to providing needed resources for planning.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIC1 What steps have been taken to assure sufficient resources (materials, released time, travel for visitations, etc.) to complete the full planning cycle?

RESOURCES

NOTES:

IIIC3

TASK OR ACTIVITY: PLANNING FOR MATERIAL RESOURCES NEEDED TO IMPLEMENT CHANGES

Determine commitments to providing needed resources for program changes.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIC3 What evidence is there of fiscal and philosophical commitment to maintain new instructional practices once they are installed?

What evidence is there that this is NOT an opportunistic venture which will lack support once outside assistance is withdrawn?

What is the history of program changes in this school?

RESOURCES

NOTES:

STEP 3:
Forecasting

SUMMARY OF STAGE I

In summary, a person who plans to facilitate comprehensive instructional planning involving a group process is encouraged to conduct a pre-planning analysis to better assess the READINESS of the school for this planning activity. "Key persons" in this proposed planning process should be involved in conducting this analysis.

The aspects of such a pre-planning phase which need analysis are:

EXPLORING READINESS FOR PLANNING INSTRUCTIONAL IMPROVEMENTS

- Motivation for Planning
- Kind and Scope of Change being Considered
- Involvement in the Planning Process
- Context in which Change is to take Place

DETERMINING SUPPORT NEEDS OF THE PLANNING GROUP

- Assisting in Organizational Development Factors such as Role Clarification and Improved Communication
- Assisting in Problem-Solving Process
- Assisting in Obtaining Information

FORECASTING FACTORS WHICH AFFECT INSTALLATION OF PROGRAM CHANGES

- Getting Ready for Implementation Planning
- Institutionalizing Program Changes

SECOND PLANNING STAGE: DEVELOPING STATEMENT OF THE INSTRUCTIONAL PROBLEM

The goal of this stage is to have clear, concise statement of the instructional problem to be solved with criteria for determining the adequacy of any proposed solution.

Suggest Process Outcome Check

The outcome of this stage should be a written statement of the instructional problem which has been agreed upon by the planning group and reviewed by appropriate administrators. In addition, a list of criteria for selecting a solution will have been developed.

DEVELOPING A STATEMENT OF THE INSTRUCTIONAL PROBLEM

Introduction

A clear, concise statement of the instructional problem having highest priority for resolution is the aim of this stage. Schools interested in instructional improvement activities may begin the process of change with a solution in mind. Problem statements may actually be stated in such a way as "What we need is a reading resource center." In order to be of real use in the process of selecting an alternative (solution), a problem statement should be stated in terms of the gap which exists between what is (the present educational situation) and what has been determined should be (the goal or ideal situation).

The purpose of this section is to delineate crucial operational points which will lead to a clear and usable problem statement.

- Establishment and legitimization of working relationships for the instructional improvement effort
- Organization of the planning group (task force)
- Clarification of operational procedures and processes to be used by the group
- Assessment of the existing instructional program
- Prioritization of needs
- Development of specified problem statement
- Establishment of selection criteria

STEP 4: ESTABLISHING RELATIONSHIPS FOR WORKING IN THE DISTRICT

- Clarifying and Negotiating Relationships for Outside Support in Planning
- Establishing Parameters for Program Planning
- Validating the Planning Group
- Setting up Procedures for Working with Administrators

D. Establishing Relationships for Working in the District

1. Clarifying and Negotiating Relationships for Outside Support in Planning

Schools planning to use services of an outside agency/agent in their instructional improvement efforts vary in ther perceptions of the purposes and outcomes of the instructional planning activities. These variations have a decided impact on the type of relationship a facilitator has with the school; some schools will want intensive, direct involvement from the outside facilitator while others may prefer more infrequent, less direct involvement. It is crucial that the facilitator assess the position of the school and adapt operating style and procedures accordingly.

Clear agreements should be reached on expectations of the school for the outside facilitator and the limitations or boundaries on what the facilitator can offer in the way of assistance and resources. The extent of commitment of the school to improvement efforts, the degree of advocacy which exists for such efforts and the fiscal and personnel resources available to support such efforts should be established. The instructional improvement process will proceed more smoothly if the facilitator and the school reach agreement on the length of time to be devoted to the process, the key individuals involved, and the extent of involvement (time and effort) of these key persons.

Results of negotiations around these factors should be reported in writing; ideally this report will be prepared jointly by school personnel and the outside agent.

2. Establishing Parameters for Program Planning

Parameters of the program planning effort need to be established with key administrators in district and school before instructional planning activities are initiated with teachers to clarify commitments. The facilitator should become familiar with district philosophy, scope and sequence of instruction, budgetary considerations, policies governing staff involvement and decision-making processes to be of greatest assistance. The limits within which the facilitator may operate should be clearly defined at the beginning of the intervention; the facilitator may have to initiate discussions which lead to identification of these limits.

3. Validating the Planning Group

The parameters discussed in the previous section influence the composition and operation of the planning group (task force). Policies, procedures and schedules for the group's efforts should be negotiated so that activities, recommendations and decisions of the group are considered valid. Without this validation, the planning group may find results of efforts dismissed by key decision-makers.

4. Setting-up Procedures for Working with Administrators

Not all district and building administrators will (or should) be involved in all phases of an instructional improvement effort. Usually certain key administrators have chosen (or have been assigned) to be responsible for such an effort; it is crucial that the facilitator identify these primary contact persons and establish an operating plan with them. Additionally, administrators who should be involved at particular points should be identified and the level of participation clearly delineated. A chart indicating persons who must approve, must be notified, may be involved, etc., can be helpful.

IA1

TASK OR ACTIVITY: CLARIFYING LEGISLATION AND OTHER MANDATES AFFECTING INSTRUCTIONAL PLANNING

Review legislation, policies, administrative directives and other mandates which may impact instructional planning.

LEADER'S DIAGNOSTIC QUESTIONS:

IA1a What legislation and other requirements may affect the proposed planning? Are you aware of ALL of the sources of these? (Codes, state board policies, federal laws and judicial decisions?

How are these mandates communicated and made available to those responsible for instructional planning?

What is the level of awareness of these by those involved in the planning within the school? Should they be reviewed with the planning group?

IA1b Are board policies which impact instructional planning efforts written and made available to the planning group? Are they current?

- What limitations are placed on class loads, staffing levels, etc.?
- What are graduation requirements? Other curricular requirements? How do they impact planning work with teachers?

IA1c Is there a district policy handbook? A building handbook? Are they used?

Do district guidelines for instructional planning exist? Are they written? How do these guidelines get communicated to those doing instructional planning? Are they negotiable?

What are the characteristics of administrative guidelines? Positive? Negative? Political? Consistently applied? Use as power tools? Predictable?

Who must be represented in instructional planning? What is their authority and responsibility? Are these roles mandated? Are they clearly defined?

NOTES:

TASK OR ACTIVITY: CLARIFYING LEGISLATION AND OTHER MANDATES AFFECTING INSTRUCTIONAL PLANNING

Review agreements or commitments between agencies which may affect instructional planning.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA1d What is the current situation in teacher/school negotiations?

What agreements exist between administration and the teachers' union which may impact instructional planning? How does the negotiations cycle affect district planning activities?

IA1e With what other outside agencies or groups is the district involved in instructional activities? What are the details of existing contractual (or other) agreements of the district which may affect planning activities? (e.g., special education, inservice contracts, evaluation).

What obligations are incurred?

How do they impact on these planning activities? (Fiscal parameters, time constraints, policy guidelines, etc.)

What specific relationship do you have as an outside facilitator with the school? Does this relationship need further negotiation or clarification?

IA1f Who is checking to assure that this planning effort will not conflict with other district priorities or activities?

What strategies can be employed to resolve any existing conflicts?

GOVERNANCE/MANAGEMENT

NOTES:

IB1

TASK OR ACTIVITY: CLARIFYING DIRECTIONS AND PARAMETERS FOR PLANNING ACTIVITIES AND PROPOSED INSTRUCTIONAL IMPROVEMENTS

Review the structure of the district and the nature of formal leadership in this structure.

LEADER'S DIAGNOSTIC QUESTIONS:

IB1a How are instructional planning priorities set? By whom? What is the cycle?

What specific student target population has been identified for this planning effort? Has the related target population of teachers been involved in this decision?

If the target population has not been clarified, who is to make the decision? How is it to be made?

How much change is this effort trying to bring about?

IB1b Who are the key people who will be involved in problem definition activities? Who should be?

What are the parameters the administration has put on the problems to be addressed and what steps do you, as a facilitator, need to take to insure these parameters have been clarified?

What steps should you take to identify any parameters which may not have been expressed in pre-planning preparations?

NOTES:

IC1

TASK OR ACTIVITY: CLARIFYING LEADERSHIP AND MANAGEMENT RESPONSIBILITIES FOR PLANNING

Identify leadership and management responsibilities for this planning.

LEADER'S DIAGNOSTIC QUESTIONS:

IC1a What are the leadership skills of the planning group?

How will the chairperson be selected?

What plan is being set up to assure effective interaction between the planning group and the staff? Between the planning group and the administration?

What indicators will you use as an outside facilitator to determine the type and amount of leadership you should be giving during the various phases of the planning? What are you going to do to assure that this leadership becomes part of local school capacity for leadership when you leave?

IC3b What kind of plan will be developed to assure released time or other appropriate arrangements for teacher participation in planning?

Who is responsible for planning and conducting meetings?

How will meetings be planned and conducted?

NOTES:

IC3

TASK OR ACTIVITY: CONDUCTING PLANNING ACTIVITIES

Clarify overall group planning procedures.

LEADER'S DIAGNOSTIC QUESTIONS:

IC3a What has been done to clarify the scope of involvement in planning?

Who is responsible for assuring appropriate involvement from the administration? The teachers? Community and students?

What assurance is there that the directions and parameters for planning activities are clearly understood?

What process will lead to a summary of the points agreed upon during discussions or meeting?

Who is responsible for making a clear, written description of what will be done before your next visit as an outside facilitator? To whom should this be distributed?

GOVERNANCE/MANAGEMENT

NOTES:

STEP 4:
Relationships

TASK OR ACTIVITY: ESTABLISHING A SYSTEM FOR MANAGEMENT AND MONITORING OF THE PLANNING ACTIVITIES

Manage and monitor the instructional planning process.

LEADER'S DIAGNOSTIC QUESTIONS:

How can the decision-making process be assessed? How can the exploration of alternatives be encouraged?

What tasks have been identified to carry out the proposed objectives of this instructional planning?

- Is there agreement regarding the nature of these tasks?
- Do the tasks relate meaningfully to the objectives?
- Do the observed activities of the planning group reflect these tasks?

Have the tasks been analyzed in terms of the following?

- Who is assigned what kind of responsibilities to insure completion?
- What is each task to accomplish? (Description of activities; needed documentation to support completion)
- How is each task to be accomplished? (Directions, standards and constraints; criteria related to evaluation of planning effort; notes to assure clarity between those involved)
- When is each task to be completed? (Timelines; deadlines)
- What cost factors have been identified for completion of tasks? (Budgetary allocations; information for monitoring expenditures)

What information has been identified as needed regarding each task?

- What information is needed for further decision-making?
- What information is needed to monitor the progress of the planning group?
- What information is needed for maintaining expenditure records?
- What information is needed for evaluation purposes?

Who is to receive which information in what form for what purposes?

GOVERNANCE/MANAGEMENT

NOTES: (See Appendix for task analysis forms)

IC3

TASK OR ACTIVITY: CONDUCTING PLANNING ACTIVITIES

Determine scope of involvement and your role as a facilitator.

LEADER'S DIAGNOSTIC QUESTIONS:

IC3a What has been done to clarify the scope of involvement in planning?

Who is responsible for assuring appropriate involvement from the administration? The teachers? Community and students?

What assurance is there that the directions and parameters for planning activities are clearly understood?

What process will lead to a summary of the points agreed upon during discussions or meetings?

Who is responsible for making a clear, written description of what will be done before your next visit as an outside facilitator? To whom should this be distributed?

NOTES:

IIA1

TASK OR ACTIVITY: ASSESSING THE REASONS FOR CHANGE AND THE SENSE OF OPPORTUNITY FOR MAKING CHANGES AT THIS TIME

Determine the climate for change at this time.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA1b What are the incentives for use of a group problem-solving approach to plan instructional improvements?

How can these incentives be made clear to key persons?

What agreements need to be reached regarding these activities?

What cues will you use to determine the times you need to step back and let the group work independently of your involvement. (When is help not helpful?)

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IIA2

TASK OR ACTIVITY: DETERMINING COMMITMENTS AND DEVELOPING INTERNAL ADVOCACY

Expand awareness.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA2a What evidence do you have that the school is really convinced instructional improvement is needed?

How are marginally interested teachers going to be encouraged to participate more actively and positively?

What evident outcomes in terms of professional development or personal enhancement needs to exist for all teachers?

Are there identified community or professional support groups? Opposition groups?

Are there special interest groups (religious, conservative, others?) impacting school directions?

How do you as an outside facilitator become sensitive to the mores that influence interactions? (Clothes, mannerisms? Modes of presentations?)

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IIA3

TASK OR ACTIVITY: REVIEWING DISTRICT PHILOSOPHY

Explore relationship of outside assistance to school philosophy.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA3b What kinds of interaction will you structure for yourself in order to obtain maximum information on local modes of operation including commonly held beliefs, attitudes and behaviors? (Attend school board meetings, visit faculty lounge, attend school staff meetings, informally meet with teachers, etc.)

What evidence do you have that leaders are responsive to others in their decision-making?

What are the indicators of a generalized attitude toward outside help? How does this impact on what you might do as an outside facilitator?

What is the attitude of the planning group toward outside facilitation?

How can resources and assistance available from colleges and universities be related to the instructional planning process?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 4:
Relationships

TASK OR ACTIVITY: GATHERING DATA FROM THOSE WHO WILL BE AFFECTED BY DECISIONS

Explore attitudes toward instructional improvement.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA4 What are the existing attitudes toward:

- The existing instructional program?
- The proposed effort to plan instructional improvements?

How are these attitudes likely to impact the outcomes of the planning effort?

Can the enthusiasm for instructional program improvement be sharpened by involvement of an advocacy leader in this subject area?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IIIA1

TASK OR ACTIVITY: DETERMINING IF APPROPRIATE PEOPLE WITH THE NEEDED SKILLS ARE AVAILABLE FOR CARRYING OUT THE INSTRUCTIONAL PLANNING

Explore potential capacity of proposed planning group.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIA1 How will the task force or planning group be selected?

Have you explored the possibility of maximum involvement in selecting planning group members? (e.g., encourage staff to volunteer to participate)

What has been the result of discussion planning group membership with key people? Can you make educated guesses (hypotheses) regarding skills, knowledge and motivation of planning group members?

Who are the identifiable teacher leaders? Are they involved?

Are thre staff who are leaders in their professional organizations who can be brought in?

Are the persons selected to serve respected by their peers and is this respect exhibited in the meetings? If not, what can be done about it?

RESOURCES

NOTES:

IIIB1

TASK OR ACTIVITY: SEEKING TRAINING AND CONSULTANT SUPPORT AS NEEDED

Explore available resources for planning assistance.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIB1 What are the available resources for supporting this planning effort? (Higher education, other agencies, etc.) How can a team approach to provide planning support be structured?

RESOURCES

NOTES:

STEP 5: ORGANIZING A TASK FORCE OR PLANNING GROUP

- Verifying Authority for Group and Clarifying Relationships
- Determining Membership
- Identifying Leadership

E. ORGANIZING THE PLANNING GROUP

Working groups for instructional planning efforts are established in a variety of ways--participants may be appointed by an administrator, may be recruited, may volunteer or may be nominated by the school faculty. Regardless of how membership is established, the participants and their respective roles should be clearly identified from the onset of activities in line with any guiding policies of the district.

A leader (or co-leaders) for the planning group may have been established by assignment; if not, responsibilities for leadership should be settled during initial meetings. Leadership duties may reasonably rotate through membership of the group, but overall responsibility for group actions should be clear and firm. It is possible that varied informal patterns of leadership will emerge during the instructional improvement process. The facilitator may need to assist with coordination between these and the formal leadership roles.

IB2

TASK OR ACTIVITY: CLARIFYING THE ADMINISTRATIVE STRUCTURE FOR PLANNING

Explore existing leadership.

LEADER'S DIAGNOSTIC QUESTIONS:

IB2b What is the formal power structure of the district?

To what degree is authority decentralized?

How can existing administrative styles and organizational leadership be characterized?

How stable are positions within the system? Are individuals career bound or place bound? How long do they plan to stay where they are?

Has the administration had any experience with group problem-solving in the district? With what degree of success?

What is the socio-political structure of the district? Where does instructional planning fit in?

Who has the authority to initiate change activities? How did the last major instructional change get initiated?

IB2c Is there a group which meets regularly with the superintendent? Does this group support informal leadership within the school?

What evidence is there that this group will support the efforts of the planning group?

What evidence is there that the principal group is a part of the power structure group? In what decision-making domain do they appear to be most active?

What evidence do you have that the real decision-makers may be different from the formally identified decision-makers?

Who appear to be the people who provide active leadership and direction for major program efforts? (Title I, Title IVC, Reading Laboratory, etc.)

What curriculum directions appear to be the results of the influence of an identifiable group of key teachers?

GOVERNANCE/MANAGEMENT

NOTES: Attach information on the administrative organizational structure for the district.

IB3

TASK OR ACTIVITY: CLARIFYING WORKING RELATIONSHIPS WITH DISTRICT ADMINISTRATION

Identify existing practices, procedures and processes to be followed.

LEADER'S DIAGNOSTIC QUESTIONS:

IB3a Who is to be administratively responsible for the activities of the planning group? Are there administrative constraints on meetings -- how many, where held, when, etc.?

As a consultant, have you pushed for clarification of these constraints in writing?

What is the relationships between instructional program planning and textbook adoption?

What is the textbook adoption process?

Are regular staff meetings held to provide the total staff with opportunity for involvement in school planning?

GOVERNANCE/MANAGEMENT

NOTES:

IB3

TASK OR ACTIVITY: CLARIFYING WORKING RELATIONSHIPS WITH DISTRICT ADMINISTRATION

Explore the role of the planning group.

LEADER'S DIAGNOSTIC QUESTIONS:

IB3c Do the persons appointed to the planning group have a clear understanding of what they are being asked to do? (Would a written brochure that looks official and provides status and recognition to the participants be helpful?)

What are the political implications of establishing a group problem-solving process?

What are you doing to identify the "power" people within the planning group? How will you use this information to facilitate planning?

What administrators outside the planning group should be at the first meeting to introduce persons, or give support to what might be thought of as a "kickoff" meeting?

Will the planning group make decisions or recommendations?

> To whom will they report? Keep informed?
> With what form of communication will this interaction be maintained?

What is your role as an outside facilitator?

Who is your central office contact? Is this a relationship which will maximize the effectiveness of the group or should this relationship be further negotiated? What are the implications if this person is, or is not, in a line relationship with the school principal?

Are the school's expectations of you as an outside facilitator clear? Are your expectations of the school clear?

What degree of freedom will be given you as an outside facilitator to operate within the district? The school?

GOVERNANCE/MANAGEMENT

NOTES:

STEP 5: Orgn.
Planning Group

TASK OR ACTIVITY: CONDUCTING PLANNING ACTIVITIES

Facilitate group processes.

LEADER'S DIAGNOSTIC QUESTIONS:

IC3b How are you maintaining sensitivity to personal/individual concerns which might affect the planning process?

What are the hidden agendas reflecting special concerns, beliefs, attitudes, etc.? (What games are people playing?)

As an outside facilitator, what process do you plan to use that will lead to a summary of the points agreed upon during the discussion or meeting?

NOTES:

IIA2

TASK OR ACTIVITY: DETERMINING COMMITMENTS AND DEVELOPING INTERNAL ADVOCACY

Provide encouragment and support for participants.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA2b What organizational development training activities might be helpful to this group?

How can persons who might be threatened by the planning process or outcomes be helped to see these activities in relation to their own role more positively?

Are there individuals who have to have credit for the things being done? Why is this important to them?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IIB1

TASK OR ACTIVITY: PROVIDING NEEDED ORIENTATION AND INFORMATION REGARDING PLANNING ACTIVITIES

Forecast information needs.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB1 . What does the planning group need to know to successfully carry out instructional planning? Does the group have enough baseline information to initiate the process?

Are all persons likely to be affected by the planning process involved/aware of what's happening?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 5: Orgn.
Planning Group

TASK OR ACTIVITY: PROVIDING TRAINING AND CONSULTANT ASSISTANCE TO IMPROVE EFFECTIVENESS OF INSTRUCTIONAL PLANNING

Forecast assistance needs.

LEADER'S DIAGNOSTIC QUESTIONS:

IIC1 How much and what kind of technical assistance could be most helpful?

Who is responsible for determining how technical assistance is to be used and what issues will be addressed?

Who determines the person or agency to provide technical assistance?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 5: Orgn.
Planning Group

TASK OR ACTIVITY: ESTABLISHING AND IMPROVING INTERNAL AND EXTERNAL COMMUNICATION CHANNELS

Explore external communication channels.

LEADER'S DIAGNOSTIC QUESTIONS:

IID1b What is the profile of the flow of information regarding instruction from outside groups into the district? (Who communicates what kinds of information to whom?) What structures or practices influence the internal distribution of this information?

Are there limits regarding the sharing of information within the district?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IID2

TASK OR ACTIVITY: DOCUMENTING AND COMMUNICATING INFORMATION ON PLANNING ACTIVITIES

Monitor planning process.

LEADER'S DIAGNOSTIC QUESTIONS:

IID2 As an outside facilitator what information do you need and how do you get it? What mechanisms will insure that you are aware of critical activities and decisions which may affect the planning process?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

TASK OR ACTIVITY: ANALYZING EFFECTIVENESS OF EXISTING COMMUNICATION CHANNELS AND NEW COMMUNICATION EFFORTS

Review effectiveness of existing communication.

LEADER'S DIAGNOSTIC QUESTIONS:

IID3 How consistent are the attitudes and information you receive? What can you do to understand reasons for lack of consistency?

Have you given consideration to your role as an outside facilitator and the related responsibilities you have as a major influence on the planning activities of this school? Have you resolved potential conflicts between expectations of your agency or project and those of the school you are serving? How do interpersonal relationships potentially affect the outside facilitator relationship? How is this related to maintenance of a support base? To potential conflict of interests? To exploitation of the situation? To possible diversion of interest and efforts?

Is there a closed, informal communication system operating in the district (or school)?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

TASK OR ACTIVITY: SEEKING TRAINING AND CONSULTANT SUPPORT AS NEEDED

Consider needed assistance.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIB1b What is the most productive way to explore the use of technical assistance with the planning group? What is your role in providing this assistance?

RESOURCES

NOTES:

STEP 5: Orgn.
Planning Group

IIIC1

TASK OR ACTIVITY: ASSESSING AVAILABLE RESOURCES FOR CARRYING OUT PLANNING

Explore existing resources.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIC1 What steps can be taken to help the planning group identify all possible resources for instructional planning and program implementation?

What existing resources are available and how can they be used most effectively to improve this planning activity. Are the resources adequate to work on this level of the problem?

Have there been recent levy losses? What impact does this have?

What aspects of the school budget must the outside facilitator understand to help the group plan effectively?

RESOURCES

NOTES

STEP 5: Orgn.
Planning Group

STEP 6: INITIATING MEETINGS AND DETERMINING TARGET POPULATIONS

- Developing Agendas and Scheduling Meetings
- Reviewing Roles of Committee Members
- Developing Common Understanding Regarding Current Situation and Expectations for Planning Outcomes
- Setting Patterns for Communicating Results of Committee Meetings

F. INITIATING PLANNING GROUP ACTIVITIES

A plan of operation and a timeline should be established by the planning group. Target dates for actions or decisions should be set and roles/responsibilities for each member should be established. Decisions on operation, roles, responsibilities, actions and timeline should be put in written form; all group members and key administrators need a copy of the written plan.

IIA2

TASK OR ACTIVITY: DETERMINING COMMITMENTS AND DEVELOPING INTERNAL ADVOCACY

Provide encouragement and foster commitment to planning.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA2b Is there evidence that attitudes of some teachers are not positive?

What needs to be done to further develop motivation and capacity for instructional improvement?

What type of encouragement is to be provided the planning group to maintain their efforts? When?

IIA2c Why are planning group members really there? Professional growth? Representation? Was the planning group "loaded" in certain directions? How will this influence commitments to decisions?

What needs to be done to get firm commitments to the planning for instructional improvement? What have you identified as evidence of a firm commitment?

What additional agreements need to be made at this time and how can that be done? Do earlier agreements need to be confirmed or reevaluated?

What efforts are being made to elicit community support?

Are there rifts between community and school which may influence proposed changes? Should something be done to specifically address them? If so, what?

STEP 6: Initiating Meetings

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

TASK OR ACTIVITY: PROVIDING OPPORTUNITIES FOR THOSE INVOLVED TO GAIN SKILLS NEEDED FOR INSTRUCTIONAL IMPROVEMENTS

Assess needed training.

LEADER'S DIAGNOSTIC QUESTIONS:

IIC3 What training may be needed prior to problem clarification by the planning group?

What is the best way to train the group in problem-solving while solving their own problem?

STEP 6: Initiating Meetings

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IID1

TASK OR ACTIVITY: ESTABLISHING AND IMPROVING INTERNAL AND EXTERNAL COMMUNICATION CHANNELS

Review internal communications.

LEADER'S DIAGNOSTIC QUESTIONS:

IID1a With whom should information on the needs assessment be shared and in what form?

What feedback from key persons is needed prior to taking next steps?

STEP 6: Initiating Meetings

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IID2

TASK OR ACTIVITY: DOCUMENTING AND COMMUNICATING INFORMATION ON PLANNING ACTIVITIES

Assess adequacy of information on planning activities.

LEADER'S DIAGNOSTIC QUESTIONS:

IID2 Is there information not presented at planning group meetings which you need as an outside facilitator? What is this information? How do you get it?

How are you organizing and monitoring information on the process to meet your needs as a facilitator?

Does the group need to review and consider modifications in the way information is maintained on the meetings?

What is done with the information on meetings?

What are you doing as an outside facilitator to keep various key people informed? Do you have enough information about those things everyone needs to know?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IID3

TASK OR ACTIVITY: ANALYZING EFFECTIVENESS OF EXISTING COMMUNICATION CHANNELS AND NEW COMMUNICATION EFFORTS

Review feedback.

LEADER'S DIAGNOSTIC QUESTIONS:

IID3 What is the method by which committee members are reporting to and getting information from constituents? What information is being received as feedback to further planning efforts? In what context is this information used?

What interpretations are staff members making of the information they receive? What experiences contribute to these interpretations?

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KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

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STEP 7: ASSESSING INSTRUCTIONAL PROGRAM

- Examining the Program Empirically
- Conducting In-dept Analysis of High Priority Needs
- Using Both Formal and Informal Needs Assessment as Basis for Group Discussion
- Clarifying Points of View Regarding Program and Program Changes

G. ASSESSING THE INSTRUCTIONAL PROGRAM

The focus of the problem statement phase of instructional improvement efforts is the assessment of the existing school situation and the identification of priority needs. Activities at this phase, therefore, should be related to gathering formal and informal data that yield information so that the planning group can come to agreement on "where we are" as compared to "where we ought/would like to be." Analysis of data can certainly lead to divergent opinions, so time and effort needs to be taken in the planning group meetings to work toward consensus about the current school situation as revealed by the assessment. It is also extremely important that the facilitator help the group establish and maintain clear expectations for potential outcomes of the effort.

IC3

TASK OR ACTIVITY: CONDUCTING PLANNING ACTIVITIES

Facilitate group processes.

LEADER'S DIAGNOSTIC QUESTIONS:

Can task force members reach consensus on major and obvious problems before the assessment process begins? Are there data to support these observations?

How can you identify and use group interaction and communication techniques for facilitating group involvement?

How could conducting a brainstorming session or other group interaction technique facilitate planning?

What are you doing to identify and diagnose conflict situations and provide techniques for coping with conflict?

GOVERNANCE/MANAGEMENT

NOTES:

Are appropriate persons being involved in the program assessment process?

__ Yes
__ No If not, who is not being involved and why?

Have the activities of this building been moving along as planned?

__ Yes
__ Reasonably close enough
__ No If not, what have you done (or will do) to keep things moving?

Which of the following techniques have you employed to exemplify facilitating group interaction:

ENCOURAGE PROBLEM-SOLVING SKILLS

__ Problem identification techniques
__ Brainstorming
__ Force field analysis
__ Other (identify)

ENCOURAGE COMMUNICATION SKILLS

__ Listening and saying skills
__ Giving and receiving feedback
__ Using buzz groups
__ Other (identify)

ENCOURAGE PROCESS SKILLS

__ Analyzing group interaction
__ Prioritizing options
__ Clarifying goals
__ Other (identify)

OTHER THINGS I HAVE DONE:

TASK OR ACTIVITY: DETERMINING COMMITMENTS AND DEVELOPING INTERNAL ADVOCACY

Foster commitment and ownership.

LEADER'S DIAGNOSTIC QUESTIONS:

How can the outside facilitator work effectively with the existing biases which may influence decision-making?

What does the outside facilitator do to secure district commitment to the information which is provided?

How important is it that there be consensus on the problem definition? How is this consensus related to a sense of ownership?

Do teachers perceive the planning process to be productive? Do they feel they are productive and have the power to change or carry out decisions?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 7:
Assessing Program

IIA3

TASK OR ACTIVITY: REVIEWING THE DISTRICT PHILOSOPHY

Explore factors influencing implementation of a school philosophy.

LEADER'S DIAGNOSTIC QUESTIONS:

What philosophical positions are held by the people in the content field in which planning is being done? To what degree is there resistance to any change?

What seems to be the norm in terms of teaching methodology, homework, student management, etc.

Have changes been the result of purchasing a new textbook series or has the staff been involved in developing materials/programs which have fostered change efforts?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

Has adequate consideration been given to the clarification of district and building philosophy in planning group discussions?

___ Yes
___ Maybe
___ No If not, how will you encourage this clarification:

TASK OR ACTIVITY: GATHERING DATA FROM THOSE WHO WILL BE AFFECTED BY DECISIONS

Explore positive/negative aspects of data gathered.

LEADER'S DIAGNOSTIC QUESTIONS:

How can the outside facilitator emphasize positive elements when assessment reveals serious or multiple instructional problems?

Are individuals likely to become defensive or can they be encouraged to see this as an opportunity to learn and improve?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IIB1

TASK OR ACTIVITY: PROVIDING NEEDED ORIENTATION AND INFORMATION REGARDING PLANNING ACTIVITIES

Facilitating the change process.

LEADER'S DIAGNOSTIC QUESTIONS:

What information from the literature on planned change do you need to be aware of at this time?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 7:
Assessing Program

IIB2

TASK OR ACTIVITY: COMPILING INFORMATION ON EXISTING PROGRAM

Determine the target group.

LEADER'S DIAGNOSTIC QUESTIONS:

What is the kind of population to be served? How transient is it?

How would you characterize the nature of the target group?

Are there cultural or ethnic factors to be considered?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IID3

TASK OR ACTIVITY: ANALYZING EFFECTIVENESS OF EXISTING COMMUNICATION CHANNELS AND NEW COMMUNICATION EFFORTS

Gathering and analyzing data.

LEADER'S DIAGNOSTICE QUESTIONS:

Is communication effective?

Can the planning group agree on which charts will provide critical data?

When assertions are made without backup data can you ask committee members, "How can you tell?"

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

Is the planning group receiving adequate information on topics of concern?

___ Yes
___ Probably
___ No If not, what information is lacking?

STEP 8: DEVELOPING A SITE SPECIFIC PROBLEM STATEMENT AND ESTABLISHING GOALS

- Clarifying Problem Statements and Verifying Perceptions
- Conducting Group Decision-Making to Achieve Consensus on Problems
- Establishing Goals and Objectives

IIAlc

TASK OR ACTIVITY: ASSESSING THE REASONS FOR CHANGE AND THE SENSE OF OPPORTUNITY FOR MAKING CHANGES AT THIS TIME

Clarify issues regarding instructional problems.

LEADER'S DIAGNOSTIC QUESTIONS:

IIAlc Is this content area a top priority at this time?

What problem statements are actually expressions of preferred solutions or symptioms and what strategy can you use to get a more adequate description of the situation?

Are there key individuals who have a "solution" in mind and see problem definition as a process of validation?

In what ways are problem statements related to personal perceptions?

How do you determine the "real" problems?
How do you encourage the school to look at the "real" problems?

How serious are staff about doing anything other than validating the present practices?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 8: Dev.
Problem Statement

IIA2

TASK OR ACTIVITY: DETERMINING COMMITMENTS AND DEVELOPING INTERNAL ADVOCACY

Expand awareness and foster commitments to planning process.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA2a	What differing educational values are impacting on this instructional improvement process?
	What techniques can be used for increasing the group's ability to clarify individual values regarding instruction?
	What skills will be required to achieve consensus on program directions?
IIA2c	Have all appropriate persons had an opportunity to participate in some way up to this point?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 8: Dev.
Problem Statement

IIB4

TASK OR ACTIVITY: REVIEWING ADEQUACY OF DECISIONS

Relate decisions to the problems.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB4a Do the needs assessment data support the problem statement?

Is there general agreement among the total staff that this is a real problem?

Do the goals and objectives reflect the identified needs?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IID1

TASK OR ACTIVITY: ESTABLISHING AND IMPROVING INTERNAL AND EXTERNAL COMMUNICATION CHANNELS

Improve internal communications.

LEADER'S DIAGNOSTIC QUESTIONS:

IID1a What percentage of the district, or site, faculty know about the work of the task or planning group?

Is there a constant flow of communication and feedback to appropriate personnel?

How can the group best get and maintain the support of key decision makers? How can they be brought aboard regarding the direction of the planning to facilitate securing their approval when required?

What questions regarding the problem statement are being asked?

Do these questions suggest a need to reqire the problem statement for better clarification and communication?

Does the statement in its final form communicate the nature of the problem to be solved in the clearest possible manner?

Knowledge/Ski[illegible]/Attitudes

NOTES:

STEP 8: Dev.
Problem Statement

STEP 9: SUMMARIZING PRIORITIES IN RELATION TO THE DISTRICT PHILOSOPHY

- Prioritizing Needs
- Establishing Criteria for Selection of Solution

TASK OR ACTIVITY: ESTABLISHING A SYSTEM FOR MANAGEMENT AND MONITORING OF THE PLANNING ACTIVITIES

Develop a management system.

LEADER'S DIAGNOSTIC QUESTIONS:

What monitoring system can be used to assure that data are collected which will help identify priority needs?

GOVERNANCE/MANAGEMENT

NOTES:

IIA3

TASK OR ACTIVITY: REVIEWING DISTRICT PHILOSOPHY

Assess understanding of school philosophy.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA3a Does the district have a written district philosophy statement?

If there is no written district philosophy can members of the planning group interview key persons who would describe what the district philosophy really is?

> What questions should they ask in the interview?
>
> Can the philosophy be verified?

Do committee members feel satisfied that a district philosophy has been identifed?

In what ways are priorities related to objectively assessed needs? In what ways are priorities related to individual or personal ideas or concerns? Is there an appropriate relationship between these?

Will meeting the identified needs have an impact on student achievement?

Which needs are a priority according to district philosophy?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 9: Summ.
Priorities

IIB4

TASK OR ACTIVITY: REVIEWING ADEQUACY OF DECISIONS

Review problem statement and priorities.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB4a Was the original problem statement modified or changed during the planning process? If so, how? What were the reasons?

Is there a written priority list? Is it the outgrowth of the planning process? If not, what factors contributed to its formation?

Has the target population changed since the beginning of the process?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 9: Summ.
Priorities

IIIB1

TASK OR ACTIVITY: SEEKING TRAINING AND CONSULTANT SUPPORT AS NEEDED

Facilitate use of assistance.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIB1b What steps need to be taken to remove barriers in requesting assistance? What resources are currently available for providing help? What alternatives exist for meeting requests which extend beyond available resources? What overall limitations are likely to exist?

RESOURCES

NOTES:

THIRD PLANNING STAGE: MAKING A DECISION REGARDING ALTERNATIVES

The goal of this stage is to make a decision regarding alternatives which meet criteria for solving the identified problem.

Suggested Process Outcome Check:

The outcome of this stage should be a decision to adopt or adapt a specific program alternative or to initiate the development of specific instructional modifications to the existing program.

MAKING A DECISION REGARDING ALTERNATIVES

When a concise problem statement, accompanied by clear selection criteria, has been formulated, the search for an appropriate solution can begin. A wide range of sources of information or instructional alternatives exists (ERIC, NIE catalog, OE/NDN, labs and centers, SEA "Promising Practices," etc.). It may be best for a few key individuals with content expertise to review the large body of information on effective programs in order to select a number which seem to have potential for matching identified needs.

It is helpful if a wide range of potential solutions are reviewed by the planning group with those appearing to have the most potential identified via this process. Indepth materials may then be obtained for those programs meriting further exploration.

It is important for appropriate individuals to be involved in the decision-making process. A sense of ownership, commitment and support for a proposed solution are critical factors in successful change efforts and these will not be present without appropriate involvement. The target group for change should be involved at this stage of the instructional improvement process or ownership may not be transferred from the selection group to the group implementing the selected alternative.

If the solution selected does not address all facets of the original problem statement or if some selection criteria were unmet, then it can be helpful to formulate plans for compensating for these discrepancies at this point.

STEP 10: SELECTING FROM AMONG PROGRAM ALTERNATIVES AND DEVELOPING A STATEMENT OF UNRESOLVED NEEDS

- Reviewing Effective Programs
- Matching Needs with Potential Solutions
- Matching Selected Program Alternatives to Criteria
- Deciding on a Course of Action
- Reviewing the Outcomes Selected for Consistency with the Needs of the Site, Compromises with Original Problem Statement and Adherence to Criteria
- Making Decisions Regarding Unmet Needs

TASK OR ACTIVITY: CLARIFYING WORKING RELATIONSHIPS WITH DISTRICT ADMINISTRATION

Explore the role of the planning group in working with others.

LEADER'S DIAGNOSTIC QUESTIONS:

IB3c How much support will this problem statement generate?

Does the administration agree with (or approve) the problem statement?

NOTES:

TASK OR ACTIVITY: DETERMINING COMMITMENTS AND DEVELOPING INTERNAL ADVOCACY

Expand awareness regarding alternatives and foster commitment through involvement.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA2a How can you assess resistance to the use of research findings?

How can the clients be assured that research can be translated into effective classroom activities for them? How can teachers be assisted to see research outcomes, such as validated programs, as a means to instructional improvement?

IIA2b Is there evidence that the planning process has contributed to staff polarization around some issues? If so, which ones and why? What can be done to resolve these differences?

Is there someone available to assist in the resolution of these differing perceptions?

IIA2c Is the process of making decisions on new directions contributing to a sense of ownership for the total staff?

Which staff members are least likely to have a sense of ownership? What can be done to encourage a sense of ownership on their part?

How can you foster awareness of the potential benefits of a given alternative program selection? Are planners aware also of the limitations of each alternative?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IIB2

TASK OR ACTIVITY: COMPILING INFORMATION ON EXISTING PROGRAM

Compile information on program history.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB2a What has been the history of program changes in this school? Have there been successes? Failures? What have been the causes of these successes and failures? What are the implications for current planning efforts?

What kinds of program change is this school ready for at this time? What parameters are defined by the situation?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES: What previous efforts have been made by the building to implement solutions to the problem identified? (During the past two years)

What was the outcome of these efforts?

STEP 10: Making Decisions

TASK OR ACTIVITY: PROVIDING INFORMATION ON EDUCATIONAL RESEARCH AND PROGRAM ALTERNATIVES

Provide information on program options.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB3a What sources are available from which information can be obtained regarding alternatives?

- Information on research?
- Information on products?
- Information on techniques?
- Information on promising practices?

Have both related commercial and non-commercial materials been identified?

Has the search for products been directly related to expressed needs?

Do available packaged materials adequately represent the programs?

- Do they contain material worth reviewing?
- Can decisions be made from them?

Have materials been updated? On what basis has this update been done? Have they been modified on the basis of experience with them?

What needs to be done to provide information on research and development outcomes in usable form?

To what extent do you see yourself as an advocate for exemplary program alternatives as contrasted with responsibilities for assisting the planning group to objectively evaluate all alternatives?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

With the information you have, do you anticipate any difficulties in finding and implementing solutions to the problem identified in the buidling?

__ Yes   If yes, describe briefly.
__ Maybe
__ No

What plans have been made for assisting the planning group in the process of "matching" program alternatives to criteria?

TASK OR ACTIVITY: PROVIDING INFORMATION ON EDUCATIONAL RESEARCH AND PROGRAM ALTERNATIVES

Facilitate effective use of available information.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB3b Have selection criteria been written in a form which facilitates a review process? On what are they based? What are the latest research findings regarding the problem that has been identified? Are they reflected in the selection criteria?

Can materials be put in "planning group" language to facilitate review? (How do we make this information more digestible?)

How does the recipient of information evaluate what has been received? Is this process structured?

Is there a systematic process of review to insure objectivity?

Does the group have a plan for reviewing materials and the skills to carry it out? How should the relative merits of different programs be determined?

How are materials delivered to the committee members? Does this process foster careful review? What are the alternative procedures planning group members meight use in reviewing effective programs?

How is review information organized for consideration by the total planning committee?

How can the planning group be assisted in recognizing the strengths and weaknesses of current evaluation/ validation procedures?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES: What information needed for selecting the best solution to the problem was found to be lacking during the selection process?

TASK OR ACTIVITY: REVIEWING ADEQUACY OF DECISIONS

Determine unmet needs.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB4a How can a rating scale be used effectively to identify the degree of match between program alternatives and the criteria?

What needs remain unmet by the program selection?

What provisions for these unmet needs will satisfy their particular advocates?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

Which group or individuals were instrumental in recommending programs or other materials to be selected for meeting the identified needs?

Did this group differ from those involved in identifying the problem?

__ Yes If yes, how?
__ No

What particular features of the school and/or district (characteristics of staff, quality of leadership, support from principal, community, etc.) facilitated or hindered the solution selection process?

Was it necessary to revise or modify the original problem identification statement in any way during solution selection?

__ Yes, If yes, how and by whom?
__ No

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TASK OR ACTIVITY: PROVIDING TRAINING AND CONSULTANT ASSISTANCE TO IMPROVE EFFECTIVENESS OF INSTRUCTIONAL PLANNING

Provide support for decision-making.

LEADER'S DIAGNOSTIC QUESTIONS:

IIC1 What technical assistance might be helpful to explore the degree of match between program alternatives and the criteria?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

FOURTH PLANNING STAGE: DEVELOPING AN IMPLEMENTATION PLAN

FIFTH PLANNING STAGE: INSTALLATION OF DECISIONS AND PROGRAM ASSESSMENT

The goal of these stages is to develop an effective implementation plan, organize for installation of new program materials and assess the effectiveness of the new program.

Suggested Process Outcome Check:

The outcome of these stages should be a written implementation plan detailing who does what, when, and how with which resources to implement the decisions which have been made. Additionally, a summary of the program evaluations with recommendations regarding future directions of the program should be completed.

IMPLEMENTATION PLANNING AND INSTALLATION OF DECISIONS

Introduction

Planning for implementation of decisions (Stage IV). Implementation of any change, however large or small, requires that attention be paid to a variety of details to ensure a smooth transition. During the planning stage it is important to determine responsibilities for managing the many details emanating from a change effort.

Issues which will be addressed in the implementation section of this manual include:

- Planning for management of the implementation process
- Planning for changes regarding personnel roles and assignments
- Planning for material acquisitions and physical changes to accommodate implementation
- Determining criteria for evaluation

Installing the new program and assessing effectiveness (Stage V). The installation of a new program is the point at which all of the planning and preparation become operationalized. It is the physical act of doing what all involved had decided to do.

It is important that the effectiveness of the effort be assessed in terms of both process and product and that provision be made to allow for both formative and summative evaluation information to be utilized. Further, it is critical that an ongoing monitoring system is operational so that needed program adjustments, modifications or changes occur in a timely fashion and before serious problems develop.

Issues which will be addressed in the installation section of this manual include:

- Installing program changes identified in implementation plans
- Establishing management activities and an inservice schedule
- Monitoring the implementation of program plans
- Evaluation program improvements

H. Planning for Management of the Implementation Process

It can be advantageous to use a task, time and responsibility planning matrix so that each detail of the implementation process is specifically assigned, although specific strategies for preparing a systematic plan will vary from school to school. In some schools, individuals may prepare separate plans for the various components of a program which are then consolidated into one master plan; in other schools the planning group may complete the plan as a group effort. In either case, what is most important is that the plan is put in writing, that all involved have an opportunity to review the plan and make input for modification, and that the total staff, including administrators, are familiar with it. (See appendix C for sample form)

Various decisions in a plan for installing a new program call for authoriziation and/or clearance before the plans can be operationalized. A section in the implementation plan which identifies who must approve what and at what point can facilitate the installation process and provide for smoother adaptations as needed.

Managing the Installation Process

The installation of program changes can proceed more smoothly if a comprehensive written plan for management exists. Ideally, responsibility for overall management of the implementation is clearly established and known to all involved as installation begins. The specification of the tasks which correlate with objectives of the program and the assignment of responsibilities for each task can bring clarity and cohesiveness to the installation process as guided by the implementation plan. The specification of these tasks can help staff visualize the operation of the program change -- to know "what our school is going to look like."

Modifications and adjustments can be expected during the course of program installation and information on the progress of installation will be needed by various groups. The use of a systematic written monitoring plan (following objectives) can be extremely useful for assuring the gathering of information for these purposes. Decisions about who needs what information for what purposes regarding tasks provide the most helpful directives for establishing a monitoring plan.

1. Planning for Changes Regarding Personnel Roles and Adjustments

Even though major changes in role and assignment are not always necessary with the implementation of something new, some changes in task, attitude and working arrangement will occur. It is critical that the planning which takes place assures a readiness and capability for the necessary changes on the part of those who are affected. Included are factors related to inservice training or staff development, as well as a general awareness of what the changes will really mean for each individual and for the total group.

Program change may call for new staff assignments or for modifications in an existing staff plan. Both implementation and evaluation will be facilitated if the written plan clearly specifies assignments and job descriptions for all personnel involved.

If additional personnel need to be added for the assignment the relationship to existing staff responsibilities should be clearly specified. This is also important if particular staff members are to function in a specialized role for the new program. The responsibilities of any new role, and any boundaries impacting on it, need to be clear to all involved in installation.

Program changes may at times involve less than a total staff. An implementation plan which specifies exactly who is participating and in what capacity can prevent undue confusion during installation of the program.

2. Scheduling Transition of a New Program

A well planned timeline which covers all tasks, events and decision points is crucial for smooth installation. The more clear and specific the schedule, the easier to assess progress and prevent installation from bogging down.

The important issues in a transition schedule are that everyone know what is expected and when new activities are to begin. Confusion around timelines and expectations will clearly diminish the potential success of the installation effort.

I. Installing Program Changes Identified in Implementation Plans

In order for program installation processes to occur smoothly and according to the guide developed during implementation planning, each detail must be checked.

Decisions on the allocation of existing resources for program needs (materials, personnel, staff development, etc.) are most efficient if made systematically for the entire installation experience. Various funds are often used to support the installation of a new program. The implementation plan should identify these various sources of funding which may support different components of the program.

If program changes are supported by outside funding, the identification of resources for continuing the program is an important factor to consider from the start of planning. Unless budget allocations to support the new program are sought early and the commitment of "hard" funds firmly established, programs tend to disappear when outside resources are exhausted.

1. Purchasing Materials

After decisions have been made as to which materials are to be purchased, the primary issues to be resolved are budgetary considerations -- which budget? what categories?, and the lead time required in order that all materials will have arrived, will have been processed and are ready for use when the staff has need of them. Assignments of responsibility for this effort should have been made during the implementation planning.

It is imperative that necessary materials and supplies be available and accessible to staff as the process of installation begins. It is also important to assess what already exists in the school in order to avoid unnecessary purchasing.

2. Planning for Material Acquisitions and Physical Change to Accommodate Implementation

Materials need to be ready and any facility remodeling needs to be complete at the time a program is to be implemented.

3. Arranging for Maintenance and Supply

It is important to have a system established whereby materials and supplies are maintained in adequate quantity. Specific assignments for monitoring the supplies and materials and for assuring adequate stock will prevent a great many problems.

While it may be necessary to provide individual classroom sets of some non-consumable materials, the use of a centralized system for consumable materials can prove cost-effective and efficient if managed properly.

4. Organizing Access to Materials

A common problem experienced during installation efforts is that of having all of the needed materials and supplies on hand but failing to establish the procedures by which to make them accessible to the staff. Whether materials are to be kept in a central area or in the classrooms, the important issue is to be sure everyone knows where the materials will be, how to obtain them, and the procedures to use if supplies get low.

5. Determining Criteria for Evaluation

Before plans are made for implementing a change, it is important that the criteria are established by which success will be measured. Realistic group developed and supported evaluative criteria will go far to assure that monitoring and end point evaluation efforts are viewed as positive, important parts of the installation process. Failure to establish written criteria for evaluation prior to the actual installation of a program will make it very difficult to make positive use of evaluation data. This, in turn, weakens any argument for future program modifications.

Effective monitoring information can help leaders forecast changes or adaptations in the program which may need to be made in the future.

The instructional improvement process is, in reality, somewhat cyclical rather than linear. Predictions about "next steps" may be formulated once the installation of a new program has begun; such forecasting keeps the staff moving toward their "ideal" school situation.

As detailed plans for managing and monitoring the installation are developed, provision needs to be made for dealing with problems that may arise. It is helpful to specify a person (or committee) who has the responsibility and authority to serve as "trouble shooter;" small problems may be prevented from becoming crises if action can be taken without undue delay.

Contingency plans for dealing with possible problems are also helpful. For example, alternate approaches for coping with late delivery of materials, schedule changes, etc., can be identified at the time written plans are developed. It is not reasonable to plan for every potential difficulty but school personnel can usually predict possible snags for their particular situation.

As the installation experience proceeds, formative evaluation data should be providing feedback on modifications needed that enable the new program to best meet the school environment.

Modifications that may be required as the new program becomes routinized can also be predicted.

J. Support System

People involved in any level of change effort need both technical and psychological support. Support systems can be internal to the school district or may include outside agencies that can meet particular needs. An installation experience can proceed more smoothly if provision is made for identifying and responding to such needs.

1. Staff Development

Many program changes call for staff development activities so that participants gain necessary skills and knowledge prior to initiation of installation. Staff development activities may be helpful at various points throughout the installation experience and the provision of such assistance can be a means of assuring support for staff.

2. Staff Support System

Staff involved in change efforts tend to seek psychological support from cohorts. A systematic design which provides teachers with feedback, opportunities for sharing feelings and problems and which promotes a sense of togetherness and reward for the risks involved is even more helpful.

It is important to plan for assessing indications of the level of tension demonstrated by staff regarding program changes and taking positive steps to meet needs promptly. Levels of tension will vary at different phases of the installation experience; prompt response to needs which generate high tension levels can prevent escalation of such feelings.

A major aspect of the installation of any new program which may get overlooked in the implementation planning stage is that of meeting the psychological needs of those who are expected to change their way of doing things. The risk of failure in new activities and the risk of losing the psychological support built into a system in which staff had been successful are possible consequences of the expected changes.

Some of the factors the program planner will want to consider are:

- Developing new patterns of student behaviors
- Rewards for changes to new directions
- Developing new forms, patterns of behavior
- Building language for the new program
- Developing teacher advocates and teacher leaders

3. Communication

Various people and groups have an interest in the content and progress of program change. A systematic plan for keeping people informed can assure general support for the effort.

Presentations at board or other school group meetings, articles in local papers and newsletters provide means for assuring that community and parent groups are aware of the purpose and progress of the program changes. Community support and involvement is of great importance; these won't be gained if community members are not made aware of what is happening.

It is helpful to have a plan for informing students of program changes and how they will be affected by those changes. In some situations, a student advisory committee that assists in providing feedback for monitoring and evaluating progress of the installation can be advantageous.

Individuals participating in the change effort may be so involved with their own responsibilities that they lose sight of progress being made in the overall installation process. A plan for assuring open communication among participants, particularly one including some method for visually depicting progress, is both productive and supportive.

School staffs are particularly interested in the change efforts of other schools within their own district. Ideas for communicating information about what the change process has been, the program changes being implemented and the progress of the installation can be potentially useful to the other schools.

The sharing of information about the program changes, the progress being made and the initial impact of the effort can generate the support essential for institutionalization of the program.

4. Making it Stick (Routinization)

There are a number of factors to be considered if a new program is to become a permanent rather than temporary part of the total program.

Specific planning for institutionalizing the new program -- and the group problem-solving approach to school improvement -- can be initiated as the installation proceeds. Policies and guidelines which will support permanance of the new program can be identified, or developed, at this time. Many permanent items in school budgets are ited to such guidelines; plans which lead to transfer of the new program from "soft" to "hard" resources will assist institutionalization.

Old programs must be phased out before a new program can become permanent. It is helpful to plan for removal of materials not applicable to the new program and eliminate policies directed toward maintaining the old. Organizational structures which supported the old program should be modified to support the new program.

In summary, it is important that implementation planning be a deliverate, systematic process. It is equally important that responsibilities and the established timelines for the accomplishment of the assigned tasks are clear to everyone. Implementation planning and the installation of a new program is an ongoing process which, like the problem-solving process, is rarely linear. For this reason, the previous discussion addressed both stages; the workbook sections which follow are divided into identifiable stages and steps for purposes of specificity and clarity.

STEP 11: PLANNING FOR IMPLEMENTATION OF DECISIONS

- Planning for Management of Implementation Process
- Planning for Changes Regarding Personnel Roles and Assignments
- Planning for Material Acquisitions and Physical Changes to Accommodate Implementation
- Determining Criteria for Evaluation

IB3

TASK OR ACTIVITY: CLARIFYING WORKING RELATIONSHIPS WITH DISTRICT ADMINISTRATION

Explore impact of program changes on existing practices and procedures.

LEADER'S DIAGNOSTIC QUESTIONS:

IB3a Have new roles, materials and schedules been defined in writing? Have they been cleared with proper authorities?

STEP 11: Planning
Implementation

NOTES:

What are the steps for approving any program changes resulting in the selection of new program materials. (Include procedures within the district, but external of the school).

	Steps to be Taken	Initiated by (Indiv. or Group)	Approved by
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Which of the following planning recommendations need to be approved at the district level?

☐ Needs assessment
☐ Site-specific problem statement and goals and objectives
☐ Selection of program alternatives
☐ Program implementation plans

At what point is this district approval required?

☐ Upon completion of site-specific problem statement and development of goals and objectives
☐ Upon selection of a program alternative
☐ Upon completion of program implementation plans
☐ Other (identify)

IB4

TASK OR ACTIVITY: ASSESSING THE IMPACT OF INSTRUCTIONAL IMPROVEMENTS ON DISTRICT ORGANIZATION

Determine how these activities will be integrated with other district activities.

LEADER'S DIAGNOSTIC QUESTIONS:

IB4a Have the advantages and disadvantages of a pilot effort been explored? If this is to be a pilot effort, is there a long range plan which identifies the developmental sequence for making it part of the regular program and is there a commitment to this long range effort?

What are the implications of the selected alternative for district-wide use?

STEP 11: Planning Implementation

NOTES:

If community members have been active on the planning group during the needs assessment process, how will they continue to be involved as new instructional program materials and techniques are implemented?

How much organizational change will be required to implement the selected solution?

__ No needs for change are evident at this time
__ Minor changes may be desirable, but not crucial
__ Some changes may be necessary to effectively implement the solution
__ Changes in organization are crucial to the success of the solution
__ Other (explain)

If changes are desirable or required, what can you do to assist in developing these changes?

What role is played by each of the following in implementation planning?

Planning Group:

Teaching Staff:

Principal:

District Coordinator:

Superintendent:

Other Central Office Administrators:

School Board:

Outside Facilitator:

Other:

What are the steps for approving the implementation plan?

TASK OR ACTIVITY: ESTABLISHING A SYSTEM FOR MANAGEMENT AND MONITORING THE PLANNING ACTIVITIES

Develop an implementation management system and plan for monitoring.

LEADER'S DIAGNOSTIC QUESTIONS:

IC2a What is the management system for implementation and is it in place?

What will the implementation process involve and how long a period of time will the process take?

Are check points and evaluation built into the plan?

How will plans be developed which will insure institutionalization of the improvements?

IC2b Who will assure that individuals assigned to implement the plan are aware of their responsibilities?

Who will "trouble shoot" problems that may develop during the planning or implementation stages?

How will parents be notified so they will know why changes are being made and how they will be affected?

What new skills will teachers need to learn? How long will it take to learn them? What evaluation should be implemented at the same time?

NOTES:

Attach a copy of the written implementation plan.

I believe the written implementation plan has adequately addressed the questions of who, when, where, how, what, with what resources.

__ Yes
__ No If not, what portion of the plan needs further refining?

More specifically, I believe the written plan adequately addresses the following:

__ Yes __ No __ N/A Physical arrangements/requirements
__ Yes __ No __ N/A Attitude and value perspectives (necessary to support practice)
__ Yes __ No __ N/A Role and interpersonal relationships required
__ Yes __ No __ N/A Expectations of students
__ Yes __ No __ N/A Integration with other activities/programs
__ Yes __ No __ N/A Management and administrative requirements (record keeping, testing, scheduling, screening, coordination)

If not, what steps do I plan to take to insure that the plan addresses each of these areas?

Attach a statement of unmet needs.

Who will have overall responsibility for carrying out the implementation plan?

If community members have been active on the planning group during the needs assessment process, how will they continue to be involved as new instructional program materials and techniques are implemented?

IC3

TASK OR ACTIVITY: CONDUCTING PLANNING ACTIVITIES

Clarify overall group planning procedures and facilitate processes.

LEADER'S DIAGNOSTIC QUESTIONS:

IC3a What plans are being developed to incorporate the improvements in the overall district instructional program and administration?

Has the implementation plan been developed in ways which are responsive to diagnostic questions listed under IC2 of Step 4? (See page 126)

IC3b What has been done to assure that everyone is aware of the range of responsibilities and expectations regarding program implementation?

Are there individuals who need further clarity regarding their own responsibilities?

GOVERNANCE/MANAGEMENT

STEP 11: Planning Implementation

NOTES:

Do you perceive the success criteria for student achievement as identified in the implementation plan to be adequate?

__ Yes
__ Maybe
__ No If not, what might you do to encourage further consideration of this factor?

Approximate number of meetings of the planning group up to this point. ________

Approximate average attendance at each of these meetings. ______

Approximate number of hours at each of these meetings. ______

What is your overall assessment of procedures used up to date?

__ Everything is going smoothly
__ Some problems, but satisfactorily resolved
__ Will be all right if some minor changes can be made
__ The prognosis of success is not good without changes

If either of the last two: what are the obstacles and what will you do to explore alternatives?

How would you describe your involvement in the assessment process up to this point? (Check as many as appropriate)

__ Available as needed
__ Regular participation to keep things moving
__ Worked primarily with district coordinator
__ Worked primarily with other central office person
__ Participated in assessment process the same as planning group members
__ Made several suggestions to facilitate process
__ Served as a leader of the planning group
__ Other (explain)

TASK OR ACTIVITY: DETERMINING COMMITMENTS AND DEVELOPING INTERNAL ADVOCACY

Expand awareness of the implications of implementation.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA2a What has been done to assure that the staff is adequately aware of what the classroom/school will look like when this new program is implemented?

STEP 11: Planning
Implementation

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

Is adequate consideration being given to plans for making all teachers aware of the potential of the solution selected?

__ Yes, planning for this is in progress
__ The need for this planning has been discussed
__ At this point little, if any, attention has been given to the need

What specific kinds of things can you do to assist the staff in becoming aware of the potential of the solution selected for meeting program needs?

What are your perceptions of the enthusiasm for the decisions that were made regarding solutions to the identified problems?

__ Staff members are enthusiastic about the potential of solving their problems with the solutions available
__ While some staff members are enthusiastic, others are not
__ The overall reaction of the staff is that this will probably work as a satisfactory solution
__ This solution is accepted as the best available, but not much enthusiasm is evident
__ Other (explain)

Were all staff members who are affected by program changes involved in developing implementation plans?

__ Yes
__ Maybe
__ No If not, what is the potential impact of non-involvement of some staff members?

IIB2

TASK OR ACTIVITY: COMPILING INFORMATION ON EXISTING PROGRAM

Summarize progress.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB2a Who is going to review, summarize and clarify the progress to date?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

TASK OR ACTIVITY: REVIEWING ADEQUACY OF DECISIONS

Assess adequacies of goals and objectives.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB4b Are problems emerging because of lack of clarity of the goals and objectives which were developed earlier in the process? How can these goals and objectives be reconfirmed?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

Which of the selection criteria were most influential in selection of a program alternative?

How consistent was this with the established goals and objectives?

IIC2

TASK OR ACTIVITY: PROVIDING TRAINING AND CONSULTANT ASSISTANCE RELATED TO PROPOSED INSTRUCTIONAL PROGRAM CHANGES

Forecast inservice needs.

LEADER'S DIAGNOSTIC QUESTIONS:

IIC2 What knowledge, skills and strategies will teachers need to learn?

What options exist for providing needed inservice?

How will administrators be involved in staff development in ways which will help them support the new program directions?

STEP 11: Planning
Implementation

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

Does the staff impacted by the plans have the necessary competence to implement the solution arrived at with a reasonable amount of inservice?

__ Yes
__ Maybe
__ No If not, what provisions are being made for inservice?

Have inservice needs for implementing selected program materials or instructional techniques been identified?

__ Yes
__ No

List any apparent needs for inservice.

IID1

TASK OR ACTIVITY: ESTABLISHING AND IMPROVING INTERNAL AND EXTERNAL COMMUNICATION CHANNELS

Improve communication with other groups within the school.

LEADER'S DIAGNOSTIC QUESTIONS:

IID1b How will school board, parents and the community be notified so they will know what changes are being made, why, and the effect of these changes?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

How and when will the community learn of any program changes?

Who on the planning group is responsible for insuring that public relations needs are planned for and carried out?

TASK OR ACTIVITY: SEEKING TRAINING AND CONSULTANT SUPPORT AS NEEDED

Explore availability of inservice support.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIB1b What resources exist for providing staff development?

RESOURCES

NOTES:

IIIC3

TASK OR ACTIVITY: PLANNING FOR MATERIAL RESOURCES NEEDED TO IMPLEMENT CHANGES

Forecast budgetary needs for program installation and maintenance.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIC3 What budget planning has occurred in order to sustain and support the new program?

Has consideration been given to the need to shift from "soft" to "hard" funding?

RESOURCES

NOTES:

What is the planning group doing at this time to relate the implementation plan to the overall budget planning in the district?

Who is responsible for seeing that the above takes place?

STEP 12: INSTALLING PROGRAM CHANGES IDENTIFIED IN IMPLEMENTATION PLANS

- Purchasing Materials
- Arranging for Maintenance and Supply
- Organizing Access to Materials
- Scheduling Transition to New Program

IC2

TASK OR ACTIVITY: ESTABLISHING A SYSTEM FOR MANAGEMENT AND MONITORING THE PLANNING ACTIVITIES

Monitor the installation process.

LEADER'S DIAGNOSTIC QUESTIONS:

IC2b Are structural changes complete? Does everyone who has been assigned responsibilities have a job description, or a clear understanding, of the tasks they are to perform?

Have key persons met and reviewed the implementation tasks to be certain there are no misconceptions of what is to happen?

How is the process of installation, including description of problems and successes, being documented?

STEP 12: Installing Program

GOVERNANCE/MANAGEMENT

NOTES:

Do teachers have scheduled planning time for installing program decisions?

Does a planning group exist for this activity?

Does the principal provide direct leadership for this planning?

How would you describe your role in the district during the initial stages of implementation of the solution?

TASK OR ACTIVITY: DETERMINING COMMITMENTS AND DEVELOPING INTERNAL ADVOCACY

Provide encouragement and support for participants.

LEADER'S DIAGNOSTIC QUESTIONS:

IIA2b What steps have been taken to assure staff receive support and encouragement for the efforts expended?

What support system exists to assure the freedom for the risks inherent in change?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 12: Installing
Program

IIC2

TASK OR ACTIVITY: PROVIDING TRAINING AND CONSULTANT ASSISTANCE RELATED TO PROPOSED INSTRUCTIONAL PROGRAM CHANGES

Meet the training needs of teachers.

LEADER'S DIAGNOSTIC QUESTIONS:

IIC2 How can future needs be forecast and preliminary plans developed?

What are the alternatives if requests for help cannot be satisfied with existing resources?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

IID1

TASK OR ACTIVITY: ESTABLISHING AND IMPROVING INTERNAL AND EXTERNAL COMMUNICATION CHANNELS

Summarize experiences and confirm progress.

LEADER'S DIAGNOSTIC QUESTIONS:

IID1a How can the progress of implementation be made more visible through charts, displays, progress reports, etc.?

What procedures exist for keeping parents informed of progress being made?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

Do staff members who will use the newly selected program/materials have adequate awareness and understanding of these program/materials to make installation effective?

IID3

TASK OR ACTIVITY: ANALYZING EFFECTIVENESS OF EXISTING COMMUNICATION CHANNELS AND NEW COMMUNICATION EFFORTS

Monitor communication activities.

LEADER'S DIAGNOSTIC QUESTIONS:

IID3 What information do students need regarding how changes will affect them? How will they get this information?

What will be done with information regarding implementation progress?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 13: ESTABLISHING MANAGEMENT ACTIVITIES AND AN INSERVICE SCHEDULE

- Determining Administrative and Management Responsibilities
- Establishing Monitoring Activities
- Gathering Evaluation Data
- Organizing an Inservice Schedule

TASK OR ACTIVITY: ESTABLISHING A SYSTEM FOR MANAGEMENT AND MONITORING THE PLANNING ACTIVITIES

Monitor the program installation.

LEADER'S DIAGNOSTIC QUESTIONS:

IC2b Who is monitoring and evaluating the ongoing work to determine that the installation plan is being followed and is effective? What procedures are being used to do this?

Do any record forms need to be altered? Modified or reworked? Simplified?

NOTES:

STEP 13: Manage.
Activities/Inserv.

IID1

TASK OR ACTIVITY: ESTABLISHING AND IMPROVING INTERNAL AND EXTERNAL COMMUNICATION CHANNELS

Provide feedback on process.

LEADER'S DIAGNOSTIC QUESTIONS:

IID1a Who is to receive which information and in what form for what purposes regarding installation progress?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 13: Manage.
Activities/Inserv.

IID2

TASK OR ACTIVITY: DOCUMENTING AND COMMUNICATING INFORMATION ON PLANNING ACTIVITIES

Maintain records of progress.

LEADER'S DIAGNOSTIC QUESTIONS:

IID2 What additional or special records need to be kept? Why?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

STEP 13: Manage.
Activities/Inserv.

TASK OR ACTIVITY: SEEKING TRAINING AND CONSULTANT SUPPORT AS NEEDED

Review effectiveness of inservice support.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIB1b Could support for instructional improvement be enhanced by helping the district establish or maintain a network relationship with higher education or other organizations?

RESOURCES

NOTES:

STEP 14: MONITORING THE IMPLEMENTATION OF PROGRAM PLANS

- Conducting Routine Monitoring and Administrative Reporting
- Making Decisions on Program Adjustments based on Information Gathered
- Conducting Needed Documentation and Analysis for Assessing Program Effectiveness

IIB4

TASK OR ACTIVITY: REVIEWING ADEQUACY OF DECISIONS

Review progress and modify plans as desirable.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB4b Is the program addressing the problems which were identified by the planning group?

What program modifications are teachers suggesting now that they are trying out the new program?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

What ways have newly selected program/materials been integrated into the curriculum?

__ "As is" as a supplement to the existing curriculum
__ "As is" to replace materials/components of the existing curriculum
__ Adapted/modified prior to being used as supplement to the existing curriculum
__ Adapted/modified prior to being used to replace materials/components of the existing curriculum
__ Other (describe)

What parts of the original configuration of the program/materials were changed?

STEP 14: Monitor Implementation

IIIA3

TASK OR ACTIVITY: PLANNING FOR THE STAFF AND SUPPORT PERSONNEL TO IMPLEMENT CHANGES

Facilitate changes in job assignments.

LEADER'S DIAGNOSTIC QUESTIONS:

IIIA3 Are there any further changes indicated for job assignments, roles or staffing? What plans have been developed for these changes?

RESOURCES

NOTES:

STEP 15: EVALUATING PROGRAM IMPROVEMENTS

- Preparing Formative Evaluation Reports for Operational Program Planning
- Preparing Summative Evaluation Reports for Administrative Program Planning

IC2

TASK OR ACTIVITY: ESTABLISHING A SYSTEM FOR MANAGEMENT AND MONITORING THE PLANNING ACTIVITIES

Review process.

LEADER'S DIAGNOSTIC QUESTIONS:

IC2b What modifications occurred in the process steps for installing the program? What were the reasons for these modifications?

What were the obstacles to maintaining schedules?

GOVERNANCE/MANAGEMENT

NOTES: What is being done with data or monitoring results?

IIB4

TASK OR ACTIVITY: REVIEWING ADEQUACY OF DECISIONS

Assess effectiveness and impact of process.

LEADER'S DIAGNOSTIC QUESTIONS:

IIB4b What program changes occurred as a result of information collected during installation?

What are the indirect results which could be credited to the program changes? (Unanticipated outcomes)

KNOWLEDGE/SKILLS/ATTITUDES

NOTES: Describe any initial "success indicators."

IID3

TASK OR ACTIVITY: ANALYZING EFFECTIVENESS OF EXISTING COMMUNICATION CHANNELS AND NEW COMMUNICATION EFFORTS

Review attitudes regarding program changes.

LEADER'S DIAGNOSTIC QUESTIONS:

IID3 What was the profile of attitudes of students, teachers, administrators and community at different stages during installation?

What impact did these attitudes have on program direction?

KNOWLEDGE/SKILLS/ATTITUDES

NOTES:

SECTION III

APPENDICES

APPENDIX A

Organizing Questions

ORGANIZING QUESTIONS AROUND GOVERNANCE, ADMINISTRATION, MANAGEMENT, LEADERSHIP

IA1

What legislation, guidelines, negotiated agreements or other mandates do we need to be aware of in the planning process?

To what degree is the proposed planning motivated by these mandates and how do they affect the planning process?

IB1

What is envisioned by the administration to be the outcomes of the proposed planning activity?

What parameters are operating and how much freedom does the planning group have in working within these parameters?

IB2

What is the administrative structure of the district and how do key people operate within this structure to control, direct or provide leadership for district activities?

IB3

What are the dynamics of the interaction between the administration and the planning group?

How can the planning group be organized and operated to work effectively with the school administration?

IB4

What will be the impact of the planning process and the resulting instructional changes on the organization and administration of the school?

IC1

Who will provide leadership for the planning process?

How will this leadership change in planning the implementation of a decision for instructional changes?

IC2

What management system or operational plans will be used for planning and program implementation?

IC3

What kinds of activities will be carried out to make the process go more smoothly?

ORGANIZING QUESTIONS AROUND KNOWLEDGE, SKILLS, ATTITUDES

IIA1

What are the motivations and other factors affecting the climate for instructional improvement planning at this time?

IIA2

What is the commitment to instructional improvement and how can you maintain and increase this commitment?

IIA3

How does the philcsophy of the district or school influence the instructional planning process?

IIA4

What will be the impact of these instructional improvement efforts on various staff members?

IIB1

What orientation needs to be given for this planning activity?

IIB2

What do we need to know about the existing instructional program?

What is the best way to get this information?

IIB3

What do we need to know about educational alternatives available to improve the instructional program?

IIB4

How well did our decisions relate to the needs and problems being addressed?

IIC1

What training and consultant assistance is needed to facilitate the instructional planning?

IIC2

What training and consultant assistance is needed before the proposed program improvements can be successfully implemented?

What training and consultant services will be needed to maintain the program improvements?

IID1

What is the adequacy of existing communication for supporting the planning activity and insuring instructional changes will be effective?

IID2

What improvements in existing communication patterns are needed and what new communication channels should be developed to support the planning activity and insure instructional changes will be effective?

IID3

How will efforts to improve communication be assessed and maintained?

ORGANIZING QUESTIONS AROUND HUMAN AND MATERIAL RESOURCES

IIIA1

Are appropriate people with the needed knowledge and skills available for the time required to carry out instructional planning and to implement new program directions?

IIIA2

Will job changes be required to implement instructional improvement?

Are additional persons needed to implement instructional improvements?

IIIB1

How can we forecast needs for assistance?

IIIB2

How much and what kinds of staff development are needed?

How will this needed staff development be provided?

IIIC1

What resources are currently available for instructional improvements?

IIIC2

What additional resources will be needed to implement the instructional improvements decided upon by the planning group?

IIIC3

How will the instructional improvements be maintained once they are installed?

APPENDIX B

Organizing Activities

ACTIVITIES RELATED TO GOVERNANCE AND MANAGEMENT (LEGAL)

IA1

Clarifying legislation and other mandates affecting instructional planning.

a. Reviewing any legislation or state or federal requirements which impact instructional planning

b. Reviewing any board policies which may impact instructional planning

c. Reviewing any administrative mandates or guidelines which may impact instructional planning

d. Reviewing any negotiations procedures or agreements which may impact instructional planning

e. Negotiating agreements and reviewing any constraints related to the use of outside consultant or project assistance

f. Monitoring for any potential conflicts between activities and recommendations of the task force and other requirements

IA2

Establishing guidelines and directives for installing new program directions.

IB1

Clarifying directions and parameters for planning activities and proposed instructional improvements.

a. Determining goals, directions and work plans

b. Determining degree of freedom for planning group to function within the established work plans

IB2

Clarifying the administrative structure for planning.

a. Reviewing the structure of the district

b. Exploring the nature of the formal organizational leadership

c. Exploring the nature of informal leadership

IB3

Clarifying working relationships with district administration.

a. Reviewing the climate of support for the proposed planning effort

b. Identifying existing practices, procedures and processes to be followed

c. Exploring the role of the planning group

IB4

Assessing the impact of instructional improvements on district organization.

a. Determining how these activities will be integrated with other district activities

b. Organizational changes necessitated by instructional changes

ACTIVITIES RELATED TO GOVERNANCE AND MANAGEMENT (LEADERSHIP/MANAGEMENT)

IC1

Clarifying leadership and management responsibilities for planning.

a. Identifying instructional planning group leadership

b. Establishing instructional planning management

IC2

Establishing a system for management and monitoring the planning activities.

a. Developing a management system

b. Managing and monitoring the instructional planning process

IC3

Conducting planning activities.

- a. Clarifying overall group planning procedures
- b. Facilitating group processes

ACTIVITIES RELATED TO KNOWLEDGE, SKILLS, ATTITUDES
(ATTITUDES, VALUES, OPINIONS)

IIA1

Assessing the reasons for change and the sense of opportunity for making changes at this time.

a. Assessing individual motivations and perceptions regarding instructional improvement

b. Assessing the climate for change at this time

c. Clarifying issues

IIA2

Determining commitments and developing internal advocacy.

a. Expanding awareness

b. Providing encouragement and support for participants

c. Fostering commitment and ownership

IIA3

Reviewing the district philosophy.

a. Determining formal or adopted philosophy

b. Exploring factors influencing implementation of a school philosophy

IIA4

Gathering data from those who will be affected by decisions.

ACTIVITIES RELATED TO KNOWLEDGE, SKILLS, ATTITUDES
(KNOWLEDGE)

IIB1

Providing needed orientation and information regarding planning activities.

IIB2

Compiling information on existing program.

- a. Reviewing the history of program development
- b. Determining the target group
- c. Reviewing the nature of the existing program
- d. Assessing degree of content expertise

IIB3

Providing information on educational research and program alternatives.

- a. Providing needed information
- b. Using available information

IIB4

Reviewing adequacy of decisions.

- a. Relating decisions to situation and problem statement
- b. Assessing adequacy of decision over time

ACTIVITIES RELATED TO KNOWLEDGE, SKILLS, ATTITUDES (COMMUNICATION)

IID1

Establishing and improving internal and external communication channels.

- a. Establishing and improving internal communication channels
- b. Establishing and improving external communication channels

IID2

Documenting and communicating information on planning activities.

IID3

Analyzing effectiveness of existing communication channels and new communication efforts.

ACTIVITIES RELATED TO RESOURCES
(STAFF)

IIIA1

Determining if appropriate people with the needed skills are available to carry out the instructional planning.

IIIA2

Determining appropriate people with the needed skills are available to carry out instructional program changes.

IIIA3

Planning for the staff and support personnel needed to implement changes.

ACTIVITIES RELATED TO RESOURCES
(OTHER PERSONNEL)

IIIB1

Forecasting need for on-site assistance for instructional planning and improvement.

IIIB2

Seeking training and consultant support as needed.

a. Developing additional linkages with key agencies for information about available resources

b. Locating and arranging for assistance

ACTIVITIES RELATED TO RESOURCES
(MATERIAL RESOURCES)

IIIC1

Assessing available resources for carrying out planning.

IIIC2

Planning for material resources needed to implement changes.

IIIC3

Determining how the innovation will be sustained/supported.

APPENDIX C

Implementation Plan

Adoption of ______________________________

SCOPE OF WORK

C= Coordinates - directly responsible for outcome
P= Participates - actual involvement
S= Supports - relates to actual support performance rather than tacit involvement

TIME												TASK												
J	F	M	A	M	J	J	A	S	O	N	D	ACTIVITY DESCRIPTION	ssistant Superintendent	Principal	Teachers	Outside Consultants	ESD Specialists	Parents	School Board	Students	State Department	Task Force	Curriculum Committee	Other
												1. Assign staff												
												2. Determine and select participants												
												3. Purchase necessary materials												
												4. Purchase any special equipment needed												
												5. Assign rooms or space												
												6. Schedule workshops/inservice needed												
												7. Identify and contract workshop consultant												
												8. Conduct staff review of implementation plan												
												9. Design an evaluation plan												
												10. Assign auxiliary responsibilities												
												11. Conduct workshop/inservice												
												12. Begin program												
												13. Conduct ongoing monitoring												
												14. Collect appropriate evaluation data												
												15. Make go/no go decision on continuation												
												16. Budget appropriately for subsequent years												

APPENDIX D

Task Analysis Forms

The following form provides one guideline for organizing information on tasks for management purposes. The key to the use of such a form is to get a specific statement in writing on any important aspect of the task to insure clarity and facilitate monitoring, and to write only the amount of detail that is required to avoid the maintenance of unnecessary detail which serve no essential purpose.

Code:

G	Overall general responsibility
Op	Operating responsibility (person who gets the job done)
MuC	Must be consulted
MaC	May be consulted
MuN	Must be notified
MuA	Must be advised
SpR	Specific responsibility for some aspect of task

1

GOAL:

TASK:

RESPONSIBILITIES MuC: MaC: MuN: MuA:

G ______________

Op______________

SpR:

DESCRIPTION OF STEPS TO BE TAKEN	DOCUMENTATION SUPPORTING COMPLETION OF ACTIVITIES

363

TASK 2

DIRECTION, STANDARDS, CONSTRAINTS RELATED TO THIS ACTIVITY

NOTES:

EVALUATION QUESTIONS RELATED TO THIS ACTIVITY

TIMELINE FOR COMPLETION OF THESE ACTIVITIES

BUDGETARY DATA

APPENDIX E

Northwest Reading Consortium Products

NORTHWEST READING CONSORTIUM PRODUCTS

Carlson, Richard O. *Northwest Reading Consortium - A Case Study*. Superintendent of Public Instruction, Olympia, Washington. June 1979.

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Jordan, Alice W. *An Analysis of Program Selection Using the Right to Read Group Problem-Solving Process*. Northwest Reading Consortium, Superintendent of Public Instruction, Olympia, Washington. August 1979.

Murphy, Ann G. and Al Haugerud. *The Use of the Right to Read Model for Instructional Improvement.* Northwest Reading Consortium, Superintendent of Public Instruction, Olympia, Washington. June 1979.

Standal, Timothy C. and others. *Junior-Senior High School Students and Reading: What Can Parents Do to Help?* Northwest Reading Consortium, Superintendent of Public Instruction, Olympia, Washington. January 1979.

Waugh, Ruth and others. *How to Select Elementary Reading Programs*. Northwest Reading Consortium, Superintendent of Public Instruction, Olympia, Washington. January 1979.

Northwest Reading Consortium. *Knowledge Base of Research and Development Outcomes in Reading.* Superintendent of Public Instruction, Olympia, Washington. January 1979.

__________. *School Improvement Efforts via Linkers and Linkage Systems*. Superintendent of Public Instruction, Olympia, Washington. January 1979.

APPENDIX F

List of Participants: NRC Symposia

Boise, Idaho (May 14-15, 1979)
Issaquah, Washington (May 31-June 1, 1979)

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